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ABSTRACT

A study was conducted at El Camino College in Torrance, California to assess and compare the perceptions of students, faculty, and administrators toward women as administrators. The study focused on double-standard conflicts, promotional possibilities, advancement aspirations, and parity perceptions. Questionnaires were administered to all faculty (N=710) and administrators (N=41) at the college as well as to a sample of 500 students. Study findings, based on responses from 219 faculty members, 31 administrators, and 306 students, included the following: (1) male and female students differed significantly with respect to their attitudes toward double-standard conflicts, promotional possibilities, advancement aspirations, and parity perceptions; (2) male and female faculty attitudes differed in all except double-standards conflict; (3) male and female administrator attitudes differed in all except advancement aspirations; (4) female administrators were more positive than other females toward advancement, female faculty were more positive toward role conflict, and female students were more positive toward promotional possibilities; (5) in all comparisons, males had more positive attitudes than females toward women as administrators; and (6) age, marital status, and work experience had no significant influence on respondent opinions. Recommendations, a literature review, and the questionnaire are included. (Author/LAL)

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The Female as Administrator: An Assessment and Comparison of Perceptions of Certain Groups of the El Camino College Community

JANET CAROL GELDER STINSON

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1978

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

THE FEMALE AS ADMINISTRATOR: AN ASSESSMENT AND COMPARISON OF PERCEPTIONS OF CERTAIN GROUPS OF THE EL CAMINO COLLEGE COMMUNITY

by

Janet Carol Gelder Stinson

September, 1978

This Major Applied Research Project is a report of an investigation responded to by willing participants made up of three groups including students, faculty and administrators from the El Camino College Community. The subject focused on the perceptions of each of these groups of the female as administrator.

Recent events concerning the status of women have brought attention to the fact that few women serve as administrators at El Camino College. Thus, the main purpose of this study was to assess and compare perceptions of the participants of the female as administrator. Categories studied included double-standard conflict, promotional possibilities, advancement aspirations and the composite, parity-perceptions.

The instrument used to solicit participant opinions was developed for the study using a Likert type scale

developed from information gathered in the review of literature. Hypotheses were formulated and tested by the Behrens Fischer t^1 test and the multiple regression analysis (MRA). The likert scale was used for scoring and establishing a mean in each group.

The results of the study indicated significant differences between males and females in most categorical subsets established for the study. For example, male and female students, when compared differed significantly in all categorical subsets, faculty differed in all except double-standard conflict and administrators differed in all except advancement aspirations. Comparisons of all three groups of males with all females indicated significant differences in all categorical subsets. They differed in double-standard conflict, promotional possibilities, advancement aspirations and in parity-perceptions.

Other comparisons were significantly different in all categories except one. For example, female students compared with male administrators and female faculty compared with male administrators did not differ in advancement aspirations. Also, male students and female faculty did not

differ regarding double-standard conflict and all students and all faculty did not differ in terms of promotional possibilities. When comparing groups of the same sex, few differences were found.

Certain patterns emerged from the findings. For example, female administrators were more positive than other females toward advancement, female faculty were more positive toward role conflict, and female students most positive toward promotional possibilities. Also administrators, both male and female were the most positive in general. Within the three groups, the male administrators perceived the female as administrator most favorably.

In all comparisons, the males had the more positive attitude compared to females. This was no doubt the most significant finding of the study, and indicated that the males believed more than the females that women could and should serve as administrator. The findings among women indicated them to be their own worst enemies. They were not extremely negative however. In general the findings indicated that the idea of the female as administrator should be continued and promoted.

Besides comparisons between sex, three variables including age, marital status and work experience were assessed, compared and analyzed. None was found to be a

significant influence on the opinions of the participants. This was due to the similarities in characteristics in each group of demographic data collected.

The findings indicated that females at El Camino College have, and will continue to have, a struggle in double-standard conflict, promotional possibilities and advancement aspirations. Thus their upward mobility to positions at the administration level will no doubt be a slow and gradual process.

Recommendations and strategies for diffusion, implementation and change were made to bring about progress. Suggestions included future research as well as plans for recruitment, training and other educational involvement to encourage and promote the female as administrator.

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To those who cared,

shared,

encouraged,

helped,

and loved during the two and one-half years of work toward completion of the Doctorate of Education, the author is particularly grateful.

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TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	vi
Chapter	
1. INTRODUCTION	1
BACKGROUND STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE	1
DEFINITION OF TERMS	6
RESEARCH ISSUES	8
HYPOTHESES	13
BASIC ASSUMPTIONS	17
LIMITATIONS OF THE STUDY	18
ORGANIZATION OF THE REMAINDER OF THE STUDY	18
2. REVIEW OF LITERATURE	20
GENERAL BACKGROUND INTRODUCTION	20
DOUBLE-STANDARD CONFLICT	24
PROMOTIONAL POSSIBILITIES	35
CAREER ADVANCEMENT ASPIRATIONS	42
SUMMARY	48
3. PROCEDURES AND METHODOLOGY	50
PROCEDURAL DESIGN OF THE STUDY	50

Chapter Page

3. (Con't.)

DESCRIPTION OF RESEARCH INVESTIGATION 50

DEFINITION OF THE POPULATION AND SELECTION PROCESS 53

TREATMENT OF DATA 55

ORGANIZING THE CONCLUSIONS 57

4. FINDINGS 59

BACKGROUND INFORMATION 59

DATA INTERPRETATION 59

Male Students 59

Female Students 66

Students Compared 73

Male Faculty 75

Female Faculty 81

Faculty Compared 86

Male Administrators 88

Female Administrators 93

Administrators Compared 98

Group Comparisons 100

DISCUSSION AND IMPLICATIONS 113

Student General Findings 113

Faculty General Findings 116

Chapter Page

4. (Con't.)

Administration General Findings 118

Group Comparison General Findings 119

SUMMARIZATION 123

5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND STRATEGIES FOR DIFFUSION, IMPLEMENTATION AND CHANGE 125

SUMMARY 125

Problem 125

Purpose of the Study 125

Procedures 126

CONCLUSIONS 126

RECOMMENDATIONS 129

STRATEGIES FOR DIFFUSION, IMPLEMENTATION AND CHANGE 135

BIBLIOGRAPHY 139

APPENDICES 148

A. Cover Letter 149

B. Parity-Perception Opinionnaire 150

C. Tables 154

Chapter 1

INTRODUCTION

BACKGROUND STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

The status of women is of current and increasing national concern to many people in an era of increased consciousness of the need for equality of opportunity and an appeal to eliminate various forms of discrimination in our society. Women's caucuses have developed into many national professional associations. New national, state and local women's groups have been rapidly organizing. Programs of women's studies have been instituted throughout the country in many colleges and universities and, after nearly five decades of dispute, the Women's Equal Rights Constitutional Amendment was passed by the Congress of the United States in 1972.

During the past ten years, there has been a renewed effort to promote women's active participation in the wider American society. Current literature is focused on women and equality with the Equal Rights Amendment, affirmative action policies, and organized lobby groups all relating to women's ideas. The current uproar concerning the status

of women in our society is not new, nor is the current agitation for job equality. Anthropologist Ashley Montagu, among others, declared women to be "quite simply, stronger, smarter, quicker, and superior to men" (Montagu, 1978). Yet, women still seem to come up short when it comes to job equality with men. Stuart Marsee, President of El Camino College, the site for this study agreed that women were grossly underrepresented in administration. He stated in a recent speech:

> A few years ago, I mentioned that the Annual Report of Harvard reported on its dramatic increase in full-time female faculty, which had grown from 6 to 7% of total faculty. The Sunday April 3, 1977 issue of the Los Angeles Times, Part 1, page 27, reports ". . . that Cal Tech has no women among its 208 tenured faculty members. There are 35 women on the 480 member faculty, none of whom are full or associate professors, according to EEOC findings."
>
> Why am I obsessed with such statistics from Harvard and Cal Tech? Probably because El Camino compared so favorably. None the less, it is most important that teaching faculty, as well as administrative faculty, make an even greater effort to find and recruit qualified minorities and women for new positions at El Camino College. Improvement is needed in this sensitive area (Marsee, 1977, p. 1).

At most community colleges and universities men hold a majority of the leadership positions. Research has shown that women continually are given the lesser jobs in an age when it would be most logical to use all potential abilities of both men and women. In higher education in California,

there are few women in faculty and administrative positions (Chancellor's Office, 1977). Considering administrative positions, the Chancellor's Office, California Community Colleges, indicated in the Fall 1977, that only seven women were serving as president (first-level position) among the 70 community colleges. Fifteen were serving as vice president (second-level) and 23 were serving as dean (third-level). There was only one woman serving as chancellor (first-level position) in a community college district. At the 233 California state and private college and university campuses, only 10 women were serving as president, (first-level position) and there were very few other top-ranking women administrators (Directory of California Colleges, 1976, p. 42 and the Chancellor's Office, 1977). Consequently, their absence in policy-making positions means their input, talents, and abilities are unavailable for the combined benefit of the students, the administration, and the college.

At El Camino College only four women presently hold positions as administrators. The positions held by women are at the third and fourth levels. One is a division dean, the other is dean of personnel, and the other two hold associate dean positions. No first- or second-level positions are held by women, and, when the recent Vice-

President of Education was hired, only one woman applied. Because few women have had an opportunity to make an important contribution to education at El Camino College through prime leadership positions, this study was undertaken. The purpose was to assess and compare the perceptions of the El Camino College male and female students, faculty and administrators, of women working in administrative roles.

The researcher conducted the study so that the student body, the college district, the staff and the administration of El Camino College could benefit from the full use of the potential creative abilities, leadership and talents of more women as administrators.

In contemporary literature on the professional status of women and men, much attention has been given to the proposition that men were usually considered more able to assume administrative responsibilities. Often it has been stated that women, in addition to being less qualified, were afraid of, or had low expectations in competing with men for administrative positions. In addition, women were described as more variable in commitment and less ambitious than men. The president of the American Council of Education, in an initial report concerning issues related to status of women in higher education wrote:

> A fully satisfactory response requires changes in attitudes of those who make up accreditation agencies and governments, as well as changes in the expectations of many women who, through colleges and universities, may develop and exercise their talents (Heyn, 1972, p. 21).

He also made reference to the lack of encouragement women receive for improving their status:

> The response of administrators of colleges and universities and of their national associations to issues involving women has been too often characterized by insensitivity and "compliance mentality" rather than by an enthusiastic attempt to encourage the development and use of the abilities of more than half the nation's population (Ibid.).

The quality of American higher education will be greatly improved when it has the full potential contribution of both men and women to deal with rapidly changing societal needs. According to the National Academy of Science of 1967, nearly 30 percent of the doctor's degrees earned by women were in the field of education. The education profession may be, therefore, the best field to lead the way in accepting talented women into administrative leadership roles.

At an 1860 Ohio convention of women's rights, the following demands were summarized:

> 1. education in primary and secondary schools, universities, medical, legal, and theological institutions,
> 2. partnerships in industry,
> 3. an equal share in the formation of laws, through legislative assemblies, courts, and executive offices (Mill, 1860, p. 1).

Soon after, John Stuart Mill wrote "The Subjection of Women," and now, a century later, one finds similar complaints and demands by women. Thus, a study at El Camino College to determine perceptions of women as administrators is especially pertinent and timely.

> In this age which demands full commitment from the total human resource and utilization of all potential leadership, this society can afford no longer to ignore the creative leadership talent of its women (Pfifner, 1976, p. 3)

DEFINITION OF TERMS

In this research, the following terms were used in the manner indicated:

1. Administrative position. A high level supervisory position in a California community college, that requires a California Administrative or Supervisory Credential.

2. Advancement aspirations. The status involvement that motivates and lends desire to career advancement. The term was also used as categorical subset (c) of the study.

3. Affirmative action. A requirement by law that all people regardless of race or sex must be considered for jobs on an equal basis.

4. Double-standard conflict. Double-standard conflict occurs when a person occupies two or more positions simultaneously and also when role expectations of one are seemingly incompatible with role expectations of another. The terms was also used as categorical subset (a) of the study.

5. El Camino College Community. The people representing El Camino College including students, faculty and administrators. For purposes of the study representation was determined at random among students. All the faculty and administrators were included.

6. Equal Rights Amendment. Proposed Constitutional amendment as of March 22, 1972. The article reads as follows:

> Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.
> Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
> Section 3. This amendment shall take effect two years after the date of ratification (Corwin, 1975, p. 164).

7. High-level or top-level administrative position. This term refers to a position in one of the 104 California community colleges that falls within the three highest ranking administrative levels as indicated by the administrative organization chart published by the college.

The title of such a position might be superintendent/president, assistant superintendent, vice-president, business manager, dean, associate dean, or assistant dean. The titles of dean of women, of men, of nursing, or of allied health are not included in this definition.

8. Martha Movement. An organized group of women against the Equal Rights Movement.

9. Parity-perception scale. A composite of the categorical subsets for this study, labeled as subset (d).

10. Promotional possibilities. Potential ability to advance in status among career ranks, as from faculty to administrator. The term was also used as categorical subset (b) of the study.

11. Subset. The term used for the categorical divisions of the study. Included were (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations, and (d) parity-perceptions.

RESEARCH ISSUES

Education has made dramatic changes during the past decade, with women making major contributions. The need for capable leadership has become a perpetual search.

> We need new men and fresh ideas, educated minds capable of analyzing and resolving incredibly complex problems in a manner that both safeguards private rights and protects public interests (Smith, 1967, p. V).

With this apparent need for able people in higher education, it is obvious that dedicated, capable, imaginative, well-educated human beings are needed. It also seems obvious that more women, as well as men, will be needed to fill such leadership roles. At El Camino College women have made an important contribution to the quality of education, yet few hold leadership positions.

Research indicates that total commitment and use of all human beings' potential are needed in today's society. Blumenthal (1962) proposed that women were the civilizing agents of the American Colonies and were a vital force in the making of this nation.

> Yet, for the most part, American historiography is still today in the position of denying the historic significance of the feminine contributions, and, as of old, legalism denies her personal rights (Blumenthal, 1962, p. 10).

Despite the tremendous output of literature focused on the plight of women in the late 20th century, and affirmative action of the '70s, the role limitation depicting woman as a homemaker, wife, mother, and second-class citizen still seems to persist. Therefore, it was predictable that

in the 1970s the status of women became a topic of national interest and concern, activated by the organizations women have formed and by the protests, confrontations, and legal actions that groups of women have taken to alter their status (Ferriss, 1971).

> . . . Despite the heavy representation of women in the labor force and despite recent federal legislation forbidding sex discrimination in employment, women continue to suffer inequities. In some cases, the difficulties they experience are the result of the life-long process of sex-role socialization obstacles in the occupational system itself . . . (Daniels, 1975, p. 17).

Since this study focused on perceptions of the female as administrator at El Camino College, it was hoped the information would be of benefit to increase awareness and understanding of the problem. Possibilities of women contributing more to El Camino College in administrative roles were considered to be important to all involved.

The research issues of the study consisted of assessments of perceptions and comparisons of attitudes in double-standard conflict, promotional possibilities, career advancement aspirations and parity-perceptions. The influences of the variables of age, marital status, discipline and work experience of students, faculty, and administrators of the female as administrator were also included.

The issues for review and analysis were defined in the following manner:

S, Student Issues

1. Whether comparison between the perceptions of male students and female students would indicate differences in student perceptions of the female as administrator.

2. Whether an assessment of the variables of age, marital status, discipline or major, and type and years of work experience upon their perceptions would prove influential.

F, Faculty Issues

3. Whether comparison between the perceptions of male faculty and female faculty would indicate differences in faculty perceptions of the female as administrator.

4. Whether an assessment of the variables of age, marital status, discipline or major, and type and years of work experience upon their perceptions would prove influential.

A, Administrator Issues

5. Whether comparison between the perceptions of male administrators and female administrators would indicate differences in administrator perceptions of the female as administrator.

6. Whether an assessment of the variables of age, marital status, discipline or major, and type of years of work experience upon their perceptions would prove influential.

G, Group Issues

7. Whether comparisons between the perceptions of males and females of each group would indicate differences of the female as administrator.

8. Whether a comparison between the perceptions of each group of students, faculty and administrators would indicate differences in perceptions of the female as administrator.

9. Whether comparison between perceptions of the three male groups combined and the three female groups combined would indicate differences or the female as administrator.

HYPOTHESES

The hypotheses were based upon the issues set forth and were tested to compare perceptions in the categorical subsets of double-standard conflict, promotional possibilities, advancement aspirations and parity-perceptions. Included were groups of (S) students, (F) faculty, (A) administrators and (G) group comparisons. Influence of variables of age, marital status, discipline and work experience were also measured.

The following hypotheses were formulated in view of the described study:

S, Student Hypotheses

S1. Male students will have significantly high perceptual scores in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

S2. Female students will have significantly low perceptual scores in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

S3. Male students' perceptions will be influenced significantly by the variables tested.

S4. Female students' perceptions will be influenced significantly by the variables tested.

S5. There will be significant difference between perceptions of male and female students of the female as administrator in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

F, Faculty Hypotheses

F6. Male faculty will have significantly high perceptual scores in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

F7. Female faculty will have significantly low perceptual scores in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

F8. Male faculty perceptions will be influenced significantly by the variables tested.

F9. Female faculty perceptions will be influenced significantly by the variables tested.

F10. There will be significant difference between perceptions of male and female faculty of the female as administrator in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

A, Administrator Hypotheses

A11. Male administrators will have significantly high perceptual scores in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

A12. Female administrators will have significantly low perceptual scores in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

A13. Male administrators' perceptions will be influenced significantly by the variables tested.

A14. Female administrators' perceptions will be influenced significantly by the variables tested.

A15. There will be significant differences between perceptions of male and female administrators of the female as administrator in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

G, Group Comparison Hypotheses

G16. Comparisons between perceptions of males and females of each group will indicate significant differences in perceptions of the female as administrator in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions. Included are the following: (G16-a) male students and male administrators, (G16-b) male students and male faculty, (G16-c) male students and female administrators, (G16-d) male students and female faculty, (G16-e) male faculty and male administrators, (G16-f) male faculty and female administrators, (G16-g) female students and male administrators, (G16-h) female students and male faculty, (G16-i) female students and female administrators, (G16-j) female students and female faculty, (G16-k) female faculty and female administrators, (G16-l) female faculty and male administrators.

G17. Comparisons between perceptions of each group of students, faculty and administrators will indicate significant differences in perceptions of the female as administrator in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions. Included are: (G17-a) students and administrators, (G17-b) students and faculty and (G17-c) faculty and administrators.

G18. Comparisons between perceptions of the three male groups combined and the three female groups combined will indicate significant differences of the female as administrator in the categorical subsets of (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

BASIC ASSUMPTIONS

The following assumptions were made:

1. The parity-perceptions scale opinionnaire design was appropriate and information obtained was adequate in analyzing and comparing the perceptions of the El Camino College Community regarding the female as administrator.

2. The research participants made a trustworthy effort.

3. The information gathered was complete enough to benefit individuals and groups interested in, influenced by, and in need of such data.

LIMITATIONS OF THE STUDY

Because the study was limited to the El Camino College Community, the generalizations of the findings are largely limited to those institutions of similar composition and characteristics. The research design has, however, a potential for wide application and may be used as a model for similar research at other institutions.

ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter 2 reviews the literature relating to the major topic under study and includes national studies, institutional reports, doctoral research, books and periodicals.

Chapter 3 outlines the research procedures and methodology used in gathering and analyzing data for the study.

Chapter 4 includes the statistical findings related to perceptions of a representative sample of the El Camino College Community regarding the female as administrator. Also included was a discussion of the implications of the findings relative to the research.

Chapter 5 contains the summary, conclusions, recommendations and strategies for diffusion, implementation and change.

Chapter 2

REVIEW OF LITERATURE

GENERAL BACKGROUND INTRODUCTION

"To understand anything fully is to take into account its past" (Budewig, 1964, p. 2). The position of women in higher education has been a focus for more rhetoric than research (Husbands, 1972). As an example, two researchers, Burstyn and Dolan expressed contrasting views concerning gains made by women in higher education in the past century. Dolan (1972) was optimistic; Burstyn (1973) was not. Schetlin, another researcher who focused on women, completed an historic study of women's status in this country since the turn of the century. She found that many interesting changes had taken place (1976).

The issue of women's equality with men has been around throughout the centuries. Greek literature included the visionary ideas of Plato and the discussion of Xenophon, the conservative. In his Dialogues, Plato asserted:

> Nothing can be more absurd than the practice which prevails in our own country, of men and women not following the same pursuits with all their strength and one mind, for thus the state, then instead of being a whole, is reduced to half . . . (Jowett, 1952, p. 722).

In contrast to Plato's views, Xenophon stated:

> War, politics and public speaking are the sphere of man; that of woman is to keep house, to stay at home and to keep house, to stay at home and to receive and tend her husband (Langdon-Davies, 1927, p. 159).

Focusing on the more recent past, Thomas Jefferson and Benjamin Franklin told women not to trouble their heads with politics, but to guard and purify the nation's morals instead. Abigail Adams' husband professed surprise at the "discontent" of what he called her "tribe" when she begged him to "Remember the Ladies" in drawing up the new land's laws (Howard, 1976).

> They managed to distinguish themselves against tough odds. If their hopes matched those of men, society called them freaks. Dissemble they were advised. Don't act, react. Don't do, be. Have another baby. Clean up the mess.
>
> . . . Long before this country was even discovered men had invested an enduringly useful, if not very compatible, pair of myths: women are at once so feeble they need to be protected and so powerful they need to be feared (Howard, 1976, p. 26).

In sharp contrast, John Stuart Mill felt that women's roles should be toward use of their talents:

> . . . benefit to be expected from giving to women the full use of their faculties . . . would be that of doubling the mass of mental faculties available for the greater service of humanity (Mill, 1860, p. 23).

Society's increasing awareness of the longstanding inequalities between men and women is now being revealed in several ways. The quantity of literature concerning women and the various facets of their lives is rapidly increasing.

> A common problem connects the lives of many of the women here--quite simply that of being a woman, of trying to achieve recognition in a society where most values and standards have been set by men (Life Special Report, 1977, p. 10).

Limitation to the select group of women in leadership administrative roles was studied by Jahoda and Havel (1955), who questioned the possibility of doing research on American women as an unlimited class and instead recommended studying groups of women with some factors in common. They further advocated that the study of women with professional training would be the most convenient since the professional group is the most frequently talked about when women's problems are discussed; also these women serve as examples to other women of the achievement potential for their sex, since their professional potential opportunities are more nearly equal to those of men. Some educators believe it unwise to train women for professions that they may not practice. Such professionally trained women experience most acutely the conflicting attractions of various life-styles.

> Women have fantastic skills and energies and they will use them for everything that comes along--except themselves. When it comes to their own self-interest, they do not apply their talents. I think a part of that is our cultural development. It's something we've come by as a part of what we consider to be the female role (Koonty, 1977, p. 15).

Other studies have focused on the historical aspect of women in their plight to compete with men. One study revived emphasis of women's roles and concerns since 1916 (Schetlin, 1976). Another research project involved a search of psychological barriers that have hampered women in academe (Schlossberg, 1974). Another still recounted women's rights using a statistical analysis of the lack of gain actually made by women entering positions of higher education today (Painter, 1971). In 1976, Life magazine devoted an entire issue to remarkable American women, many of whom were administrators. Included were those with legendary lives; those who were winners in a man's world; those who were pioneers in the struggle for equal rights; and those who put us in touch with something beyond ourselves.

This search has been limited primarily to information on professional women in higher education in the United States. Basic to the study are factors that related to women in double-standard conflict, promotional possibilities and career advancement aspirations. Although the study was not historical in nature, it drew from the learnings of the past. Virginia Pfifner, in her recent doctoral dissertation, was influenced by the following statement, which also appropriately sets the mood for this study.

> The conviction has been long growing in my mind that no culture or civilization can be better than its women. In numerous subtle ways, they set the tone of the life of man. In our history, they have often been treated badly; particularly their great potential has been thwarted or neglected so that they have seldom either as individuals or as a group been what they were capable of being. In spite of their thwarting neglect, still I suspect that women have been the key to man's forward movement . . . (Pullias, 1970, p. 5).

DOUBLE-STANDARD CONFLICT

Historically, women have always worked, but their tasks have been primarily within the home rather than outside. The literature relating to double-standard conflict stressed how individuals were able to cope with competing and conflicting obligations.

Developments during the 20th Century have both freed and deprived women of the need to devote their lives only to homemaking, wifery and child care. Just as Rossi stated, no social role is without ambivalence (1965). In other words, one can anticipate such among women toward family and work outside the home so that they may more fully use their talents and energy.

> For a girl to dream only of being a happy wife and mother . . . is a gross denial of reality, a motivated refusal to confront the kind of life she will actually lead (Keniston, 1964, p. 29).

Many role assumptions of the socio-cultural system impinge on her freedom to become an individual with dignity

in her own right. Such role assumptions of the traditional culture, specifying what she might and might not do, prescribe woman's place in the household and family, circumscribing her duties and obligations (Klein, 1971).

According to Auvinen (1970), equality of opportunity for women in education and employment was legally a fact yet factually a fiction because social attitudes were more constraining than law. Attitudes about women's roles and marriages have not only directed their entire education towards feminine fields and away from masculine fields, such as science and engineering, but have strongly inhibited their aspirations toward higher leadership achievement. Donegon's study (1977) showed that males tend to be interested in intelligent women. Thus, attitudes are gradually changing. Some research shows such a change, especially among men.

> Recent national-opinion polls show that most married men--particularly those under 40 and the college-educated--have more or less liberated attitudes about women's intellectual ability, their place in the home and world, and their rights and duties (Hunt, 1978, p. 12).

To justify men's assuming responsibilities previously in the domain of women, researchers in biology, psychology, and psychoanalysis began studying the differences between the sexes that would support this action (Klein, 1971).

In 1894, Havelock Ellis published Man and Woman, a Study of Secondary and Tertiary Sexual Characters, which supported women as complementary to men yet more advanced in the evolutionary process, but these findings have remained obscure in the literature. Freud, on the other hand, published findings in 1933 that characterized women as inferior and envious of men. Freud's ideas have been widely publicized, questioned, and viewed with controversy by the general population, yet his influence has had a major impact on women's plight.

Montagu, in The National Superiority of Women (1974) reported that women were biologically, emotionally, and intellectually superior to men. He stressed that, although men were physically more powerful, women were constitutionally stronger with greater stamina to survive the rigors of life than men. Montagu also proposed that women were emotionally stronger than men and that they were more effectively able than men to handle severe emotional and psychological stresses and strains. His studies showed that, contrary to popular belief, women more than men look to rational means for solutions to their problems, which further supports the proposition of emotional superiority. Based on women's biological, emotional and intellectual strengths, which surpass or complement men's capacities, Montagu concluded

that there was no scientific evidence to support women's lesser position in society.

> Despite the fact that women and men have been socialized, enculturated, and psychologically oriented to view themselves as significantly different from each other, there are no substantial evidences of a biological, emotional, or intellectual nature to support or verify that impression (Montagu, 1974, p. 21).

A number of other studies focused on women who were already at the top. Problems of sex discrimination head the list of such studies (Schetlin, 1975). Collins found that the few women who reach the top of college administration do not come through the faculty ranks (Collins, 1977). Nixon (1975) compared professional role orientation with variables and Howe (1976) compared four top executive women in their job positions. Nieboer's study (1975) suggested a profile of personality factors typical of women at the top. From these studies, traits and personal histories of women administrators in top-level, non-traditional positions in four-year co-educational institutions of higher education proved common among those in such positions. Along this same line, Reeves carried out a study focusing on job satisfaction of women at the top (Reeves, 1975). McEwen and Bruce examined differences between male and female student workers in their beliefs about professional issues concerned with the womens' movement (McEwen and Bruce, 1975).

Another study regarding discrimination against women in education focused on women in educational administration as compared with men in the same field. Extensive recommendations were made from an historical point of view and present encounters of women in job recruitment and promotion (Muhlich, 1973).

In a more recent book, Montagu stated his ideas even more definitely:

> Anyway, when a woman claims to be a man's equal, she's taking a step downward. Women are what human beings should be--less aggressive, gentler, more tolerant. And women are in reality much more intelligent than men (Montagu, 1977, p. 28).

Which sex is superior has been a classic historical argument. Plato and Rousseau supported equality of the sexes, but, for the most part, arguments favored the superiority of the male. It was not until the 19th Century with the beginning of new academic disciplines that the status of women became a topic of scientific investigation.

> The cultural ideals of men's and women's roles [were] in conflict with the emerging recognition of equal rights and thus created difficult pressures for women in selecting and pursuing professional careers (Recruitment Leadership and Training Institute, 1975, p. 15).

For example, a 1972 National Education Association study of 2500 administrative positions in higher education

revealed that women held only 159. Most of these positions were as deans of nursing schools (95), deans of schools of home economics (37), or deans of colleges of education (7). Among the 953 colleges in the study, only 32 of the presidents were women. According to the speakers at the 1975 Recruitment Leadership Institute, women were under-represented in public school administration because sex discrimination screened out women or prevented them from moving beyond the teaching levels. It is true that social influences affected perceptions toward job achievement. However, it has, in actuality, been a discrimination problem. Those who hire for administrative positions are usually men.

Claims have been made that women were not interested in administrative positions. If women are not interested in administrative positions, however, it is interesting to note that graduate school figures from the United States Office of Education on degrees conferred in 1970-71 showed that women attained over half (56.2 percent) of the master's degrees in education and more than one-fifth (21.2 percent) of all doctorates (The World Almanac and Book of Facts, 1974). Women received over one-fifth of the master's degrees in educational administration and approximately nine percent of the doctorates.

The following observation was particularly relevant to this study regarding women in administration.

> A discussion of qualification should not center on graduate education or certification, but on the other attributes and experiences perceived as necessary for administrative positions by those men and women who recruit and hire. Inevitably, the focus shifts from the aspirations and the qualifications of women and comes to rest on the process, the system through which administrators are sought, evaluated, chosen, and moved ahead. It is within the "system" that discrimination is apparent (Recruitment Leadership and Training Institute, 1975, p. 17).

Statistics from the 1975 Handbook on Women Workers (U.S. Department of Labor), for women in higher education showed that there was a reduction in the proportion of women on the faculty and other professional staffs from 28 percent in 1940 to 22 percent in 1964; it increased to 42 percent in 1977. In 1970, the United States Office of Education also reported that in the fall of 1967 women held only 20 percent of the full-time instruction and research staff positions in institutions of higher education (1970, p. 14).

In an effort to overcome the prevalent, simplistic dichotomizing of sex roles, Senders and Gampel (1972), in their discussion of "male values" and "female values," recommended that higher education transmit both sets of values to students so that members of each sex may learn "to accept that within themselves which has been traditionally assigned to the other."

Kagan (1964, p. 162) suggested that society should consider relaxing the rigid sex-role dichotomies when he made the point that

> . . . the desire to behave in accordance with sex role standards extends far beyond an interest in sports for boys and cooking for girls. . . . It touches many important domains of behavior, including school work, sexual behavior, and vocational choice.

Kagan also suggested:

> . . . that unnecessary conflicts are generated because of anxiety over deviation from sex role standards. Once learned, these standards are not easily altered. But they are modifiable during the early school years and society should perhaps consider the desirability of initiating changes in selected aspects of our current sex role standards (p. 163).

Akin to Kagan's idea was a recommendation by Bernard (1964) that there be total elimination of sex-typing in occupations. She maintained that it is in the public interest that job choices be based on individual talents rather than on sex.

It was suggested that if such advice by Kagan and Bernard were acted upon, it could lead to a reduction in the "motive to avoid success" as studied by Horner (1969). Research on 178 men and women undergraduates at the University of Michigan revealed dramatically that women's desire to achieve success was in conflict with what Horner called the "motive to avoid success." She found that a majority of

women suffered from a fear of success, while few men reported having this same problem.

> But the ability of women to see themselves as human beings first and females only second is the product of a change in women's life experience which has not yet, at any rate, been matched by a corresponding change in men's lives (Janeway, 1975, p. 24).

Equality apparently may be slowly on its way as a national process.

> Equality for women brings more competition, but for those who think of themselves as fair competitors, that isn't shattering. Equality with women, however, is something else. If you have been brought up to know that women are inferior--deservedly inferior--how can you accept that? It's shocking, it's insulting, it's UNFAIR (Janeway, 1975, p. 29).

It is still a difficult role even for the women to accept.

> Defined by the experts, women of every group tend to be considered "different from" or "less than" or "attached to." No wonder we have such a hard time figuring out who we really are.
>
> But something has changed. We are beginning to define ourselves. And that change is happening because women are speaking out honestly. In all our diversity, with courage, humor, strength, intelligence, and with few maps to guide us, we are on the journey of discovery, at last (Steinem, 1978, p. 22).

Betty Friedan's The Feminine Mystique (1963) focused attention on the difficult position of women in society. Awareness of women's unequal position stimulated the formulation of women's rights groups such as the National Organization for Women and Women's Equity Action League.

Professional women's groups such as the American Association of University Women and the National Association of College Deans, Administrators, and Counselors also became concerned. Both groups conducted surveys on the status of women in higher education. The American Association of University Professors established Committee W for the same purpose.

However, there is still a question regarding the Equal Rights Amendment. The promoters of the Martha Movement oppose equal rights ratification. The Martha Movement wants to keep women in their place--at home.

> I am increasingly apprehensive about two growing phenomena. One is the militant groups such as WITCH, WRAP, and Redstockings, which have captured the headlines with their revolt against sexism. Militancy, with all the images it brings to mind, is not the answer. The other phenomenon is the far left. The radical faculty group (the New University Conference) and the radical student group (SDS) have both adopted women's rights as part of their platform. I find even less in common with this radical approach.
>
> The question we are naturally asking is, What is the solution, if there is one? W. J. Goode, in "World Revolution and Family Patterns," suggests that, although the position of women will improve greatly throughout the world, no system now in existence or likely to emerge in the next generation will grant full equality to women. Despite Western philosophical assertions of the right to equality, no society has yet granted it. He contends that equality will not be achieved without a radical reorganization of the social structure. His assertions seem questionable, but the wish may be father of the thought (Painter, 1971, p. 24).

There are, of course, many proponents of the Equal Rights Amendment. One example is given in the great school desegregation case Brown vs. Board of Education, 1954.

> It seems obvious that discrimination against women is as harmful to men as it is to women. . . . Under our Constitution, distinctions sanctioned by law between citizens because of race, ancestry, color, religion or sex are by their very nature odious to a free people whose institutions are founded upon the doctrine of equality. . . .
>
> Just as it is a myth that racial discrimination in our country has totally ceased, so it is equally a myth that discrimination against women is at an end or even the beginning of the end.
>
> Despite the recent emergence and activities of the various women's movements, the same degree of success, characteristic of the civil rights movement, has not attended their efforts. Perhaps one of the reasons is that the struggle for civil rights has enjoyed the support of men and women, black and white. But men, by and large, have stayed aloof from or been resistant to the efforts to eliminate discrimination against women . . . (Gunther, 1977, p. 219).

The Equal Rights Amendment has already had a significant effect.

> The effect of the Equal Rights Amendment to date has been extremely positive. Congress and the Executive Agencies have eliminated much sexual inequality in federal legislation and regulations. States have enacted their own ERAs and far-reaching legislation. The proposed amendment has provoked interest, debate, lobbying and politicking on all levels (Luff, 1967, p. 19).

Yet others believe that case decisions are the fabric of the law, not statutes. The question may prevail as to whether ERA is necessary. Maybe there are already enough laws on the books? And according to our already established constitution, will this one more make a difference? Or aren't we any more sophisticated, as a society, since the Negro and women's suffrage amendments were passed?

From a legal point of view, women's rights have had a long history.

> Traditionally, such discrimination was rationalized by an attitude of "romantic paternalism" which, in practical effect, put women, not on a pedestal, but in a cage. Indeed, this paternalistic attitude became so firmly rooted in our national consciousness that, 100 years ago, a distinguished Member of this Court was able to proclaim:
>
> Man is, or should be, woman's protector and defender. The natural and proper timidity and delicacy which belongs to the female sex evidently unfits it for many of the occupations of civil life. The constitution of the family organization, which is founded in the divine ordinance, as well as in the nature of things, indicates the domestic sphere as that which properly belongs to the domain and functions of womanhood. The harmony, not to say identity, of interests and views, which belong, or should belong, to the family institution is repugnant to the idea of a woman adopting a distinct and independent career from that of her husband. . . .
>
> . . . Applying the analysis mandated by that stricter standard of review, it is clear that the statutory scheme now before us is constitutionally invalid (Gunther, 1977, p. 54).

The argument goes back and forth. But one must still wonder whether Amendment 27 is really the answer to ending role conflict between the sexes. It seems the answer is beyond a new law.

PROMOTIONAL POSSIBILITIES

Studies showed that as a result of early training, both men and women have developed discriminatory attitudes that interfere with the cultivation of their greatest

potential for promotional possibilities. The literature reported upon in this review is concerned only with women. One must not overlook, however, the fact that the larger problem is how men and women together can bring about an evolution in sex roles that will work to the ultimate advantage of both sexes and of society as a whole.

There is a belief still held by some educators, both male and female, that educating women beyond the undergraduate level is a poor risk because the women will not use their education for economic gain. Even when economic gain is the only criterion, however, research does not support this belief. Statistics from the United States Department of Labor indicated that the more education a woman has, the more likely she is to be in the work force (1978, p. 3). In 1970, among those women who had completed five or more years of college, 71 percent were in the work force; whereas only 50 percent of those who were graduated from high school were in the work force. The trend continues with additional higher education. According to Astin (1969), those women who earn research doctorates are even more likely to use them in gainful employment. From her questionnaire study of 1,547 women who received doctorates in 1957 and 1958, she determined that 91 percent were employed in 1964, and that 79 percent of them had not interrupted their careers during

the seven-to-eight-year period following the earning of their degrees. Mitchell (1968) found in her study of 190 women who received doctorates from the three Oklahoma universities that 98 percent of them were employed full time, that they were satisfied with their jobs, and that they were "more than pleased to have earned the doctorate because of the personal satisfactions and professional advantages it offered" (p. 83). Mitchell suggested that information in professional literature that encourages women to pursue advanced degrees should be popularized.

In his book, The University of Pennsylvania Faculty, Shryock (1959, p. 127) stated: "There is no question but that most administrators and professors . . . are more inclined to appoint men." He cited the following examples in selecting men for faculty positions are:

> (1) Students of both sexes prefer them; (2) unmarried women are poor emotional risks, and married women poor professional risks; and, in any case, (3) few qualified women are available (p. 127).

It was Shryock's opinion that most of the reasons given above were rationalizations even though some of them possessed some validity. Investigations by the following authors supported Shryock's opinion. Bernard argued that unmarried, academic women are not poor emotional risks as shown in mental health research:

> When one notes the characteristics of the unmarried population, among women it is often the cream of the crop who are not married; among men, the rejects (Bernard, 1964, p. 211).

An extensive political and economic planning study of graduate women in 1960 and 1967 was done in Great Britain. This study was reported by Fogarty, Rapoport and Rapoport in their 1971 comprehensive book, Sex, Career, and Family. These authors' findings showed there was no convincing general case, from the angle either of the family or of economic efficiency, for discouraging those mothers who wished to pursue high-level careers from doing so. In a study of married professional men and women affiliated with a university research organization and a social service agency, Kaley determined

> that while the married professional women had positive attitudes toward the professional woman's dual role, the married professional men and the caseworkers had negative attitudes (Kaley, 1971, p. 305).

Kaley also concluded:

> . . . that negative attitudes toward the professional woman's dual role both outside the professional community and within it are an indication of why few women prepare themselves for and pursue professional careers. Until the education of men and women includes curriculums based on principles of individual need and fulfillment, and limitless career opportunities, few women will experience the personal fulfillment and satisfaction to suffer the tremendous loss of women's potential contribution (p. 305).

Approximately 42 studies including Simpson, 1968 and 1970; Fidell, 1970; Rossi, 1970, related to the status of

academic women, have verified the existence of a pattern of discrimination. Although Bernard (1964) has stated that discrimination toward academic women is difficult to prove, an increasing number of court cases are being won by women within universities who are filing formal charges of sex discrimination with the federal contracts. Robinson predicted that the legal actions currently being taken may require revision of employment policies in as many as 80 percent of the institutions of higher education in the United States (Robinson, 1971, p. 1). According to statistics from the United States Office of Education, in the Fall of 1967, 20 percent of all full time instruction and research staff members in institutions of higher education in the United States were women, yet only 9 percent of the academic deans were women. Women made up 14 percent of the faculty at universities, but only 6 percent of the academic deans were women; 24 percent of the professional staff at other four-year institutions were women, but only 10 percent of the academic deans were women. In two-year institutions, 20 percent of the professional staff were women, while 11 percent of the academic deans were women (U.S. Department of Health, Education and Welfare, 1970).

Leadie Clark in her 1978 speech at the American Association of Women in Colleges and Junior Colleges presented

both sides of issues on whether administration is possible for either sex. She, like many others, agreed it is, yet she does not hold a majority view among women (Clark 1978). Others disagreed:

> In 1962, a study of management's image of promotability, Bowman found most of her New York City respondents believed that, while race and nationality should be irrelevant as criteria for promotion, age or sex were considered justifiable grounds for nonpromotion (Neiboer, 1975, p. 23).

> The professional must develop communications abilities, read widely, and be visible. In addition, intelligence, good health, objectivity, commitment, ambition, flexibility, dedication, and a wise choice of employer results in a successful combination of tools (Bates, 1977, p. 37).

> Women must also learn not to sell each other out. Women (and men, too) must develop attitudes that do not get personalities tangled up with job performance (Koonty, 1977, p. 56).

At present, women can succeed in the so-called woman's professiona much more readily than in those that are traditionally male (Bernard, 1971).

> Among women who are officers and corporate board directors of America's 1300 top companies, fewer than 1% of the top management posts, about 2% of the directorships, and 5 or 6% of all middle-management positions are held by women executives. According to an article in The New York Times women (may we read "home economists?") are making strides in the areas of . . . food, consumer products and package goods, advertising and consumer affairs (New York Times, 1977, Sec. 3, p. 1, 4).

This should change, however, with the increasing acceptance of an idea advanced by Bettelheim (1965):

> . . . that there are no essentially male or essentially female professions, that all are human professions and that they can become more human as we allow men and women to make their essentially human, but specifically male or female, contribution. . . . We need to concentrate on the particular task's human challenge, by giving conscious recognition to the fact that any task requires the synthesis of the male and the female spirit in its achievement (p. 7).

Euwama (1964) enthusiastically supported this view in relation to the academic scene:

> In the long run, the place of the academic woman is secure. For not only can she do almost everything her male colleague can do--and often do it better--but also she can bring to her task certain unique qualities of mind and spirit which Academe can in no way afford to disregard (p. xxi).

Perceptions of students (and also spouses) were also a topic of recent research relating to the subject of women in administration. One study, for example, found that female professors were consistently less preferred tomale professors in a perception research by students of both sexes (Yamomoto and Kaoru, 1972). The study involving spouses compared spouse roles that had an important impact on women as students, faculty and women candidates for administrative positions (Tidball, 1975).

Other recent studies showed that women have made status progress in advanced-degree levels, but that they have historically received fewer degrees and rank correspondingly lower among faculty and other additional staff (Women in Post-secondary Education in New York State, 1976).

CAREER ADVANCEMENT ASPIRATIONS

Higher education in America became available to men 91 years prior to its becoming available to women. Three out of four women in 1841, who had entered Oberlin College four years earlier, graduated. The beginning of co-educational learning were thus under way.

By 1900, about 40 percent of American college students were women. Women flocked into the arts until their domination of culture courses became alarming. Women quickly made themselves at home to a degree that the ethnic minorities did not achieve until long after 1910 (Veysey, 1965).

Career advancement in higher education has, for a great part of American history, been generally sexist and intellectually elitist. Until fairly recently, large segments of the American population have been effectively

excluded from education. Only in recent decades has the promise of higher education been a reality for a substantial portion of the population (Bailey, 1974). Today, higher education enrollments involve one-third of the 18-21 age group, as contrasted with two percent of that same group a century ago, and well under one percent during the Colonial period (Bailey, 1974).

From 1894 to 1957, the ratio of women to men attending institutions of higher education in America fluctuated between 1:5 and 1:2. Even today, four men attend colleges and universities for every three women; at the higher post-graduate levels, the imbalance is even greater. Roughly ten times as many men as women have received doctoral or equivalent professional degrees from American universities over the past century (Bailey, 1974).

During no stage in its history has higher education for women been without controversy and opposition. Each step to eliminate sex-based inequality has met with resistance, a resistance that continues today. Until recently, women in higher education have been rather docile, accepting under-representation and lower status. The problems of women in higher education have not been new; they simply have suffered from a lack of publicity. Only

recently, more people have shown their concern over the status of academic women (Feldman, 1974).

> Women are seriously discriminated against on every educational level--as students, faculty members, administrators, employees. During the 1972-73 academic year, the American Council on Education conducted a survey representative of the national total of 519,000 faculty members at 2,433 colleges and universities.
>
> A similar survey was made in 1968-69. Comparisons showed that the proportion of women faculty members increased only slightly in that period--from 19.1 to 20.0 percent. Doctoral degrees were held by 19.9 percent of faculty women but 39.7 percent of faculty men. As in the earlier study, these latest findings showed substantially more men than women in all types of institutions holding senior-level ranks with only 32.0 percent of women, but 55.4 percent of the men either associates or full professors.
>
> A 1973 study by the United States Department of Health, Education, and Welfare's Office of Education produced similar results finding women faculty members averaging $2,500 less than men at colleges and universities in all 50 states and Washington, D.C. Women comprised 22.5 percent of full-time faculty members, but only 9.4 percent were professors; this, compared with 25.5 percent of faculty men who held professorships (Gages, 1975, p. 468).

In 1940, 33 percent of the college and university faculties were women; in 1972, less than 25 percent were women. The more prestigious the institution, the lower the status of women. In 1972, more women were found at lesser-known institutions and community colleges, where they constituted 40 percent of the faculty. There, opportunities for professional advancement and research were not as great, and salaries of lesser positions were lower for women in

colleges and universities (Sandler, 1972). Ninety percent of the men with doctorates and 20 years of academic experience were full professors; for women with identical qualifications, barely fifty percent were at the professor rank (Sandler, 1972). It takes a woman twice as long as a man to move a step up the academic ladder. Thus, more women were concentrated at lower, untenured levels and earned lower salaries (Carnegie Commission on Higher Education, 1973). When women were statistically matched with men on the variables that determine rewards, they were still apt to fall below men in rank and salary (Astin, 1969). The women administrators were so rarely represented in top administrative positions as to be practically nonexistent in the upper echelon (Carnegie Commission of Higher Education, 1973). Another group of studies presented theories comparing the masculine and feminine viewpoint.

> As Matina Horner has pointed out the qualities associated with top-level administrators and executives are also associated with masculinity, and thus are believed to be inconsistent with femininity. These qualities are, of course, competition, independence, competence, intellectual achievement, and leadership (Horner, 1969, p. 36).

Aspirations are slowed down, obviously, when one's femininity is threatened.

> According to Broverman, et al. (1972), masculine characteristics are positively valued more often than

> are feminine ones. Sex-role definitions are incorporated into the self-concepts of both men and women, and the differences are considered healthy by mental health professionals. This means that for a woman to have a self-concept which incorporates the qualities of leadership, she must come to terms with society's interpretation that she is not "feminine." Without models of women who have succeeded (and still managed to be "feminine"), it is not surprising that so few women have been willing to take the gamble and pay the price (Neiboer, 1974, p. 22).

A study comparing background and career expectations and aspirations of men and women in public school administrative roles was carried out by Joyce Way at Western Michigan University. She found that sex discrimination was perceived as a career progress constraint by a greater proportion of female administrators than men (Way, 1976). Along the same line, another study focusing on sex differentiation examined some of the factors determining under-representation of women in educational administration and emphasized interaction between individual socialization patterns and the norms and standards of the larger society that reinforce differentiated sex roles (Schmuch, 1975).

> The lack of success in balancing the sexes for the upper ranks, where he needs staff to teach the middle courses, Mr. Gleason ascribes to the fact that most of his applications are from young unmarried women who do not remain long on the job market once they marry. As Mr. Gleason says, "The woman who married creates a problem for herself." She will have to move with her husband when he changes jobs or returns to graduate school; she cannot expect permanent employment and promotion because she does not pursue graduate study

> to upgrade her qualifications. Instead, she wants "to skim along from job to job," and the department chairman loses the value of her experience with his department. Other problems department chairman have with female faculty are women's insistence on special treatment in regard to teaching hours, their attempts to achieve advancement through sexual blackmail, their high rate of absenteeism, and their refusal to attend meetings (Ferguson, 1971, p. 127).

There is some optimism that time will help change some of the programmed values of society affecting aspirations.

> Since attitude change often follows behavior change, it appears that present negative attitudes toward women administrators may be expected to continue until there are enough women administrators to have an effect on the existing attitudes and stereotypes. Research by Wolman and Frank (1972) indicates that one woman in a professional peer group not only has little or no effect on the group, but also runs the risk of becoming a casualty of the group process (Nieboer, 1975, p. 24).

Career advancement aspiration levels are increasing, but in an evolutionary manner, rather than revolutionary. Women are included in higher education administrative positions, but they are seldom in top-level positions except in women's colleges. Both Oltman (1970), in her survey on women in academic life, and Gardner (1966), in her study of her career patterns of women administrators in higher education in Illinois, found that women are usually in middle-management positions or in positions that involve sex stereotypes, such as Dean of Women. Oltman stated that

women "are working at jobs requiring skills and attention to detail without much relationship to policymaking or influence" (Oltman, 1971, p. 14). According to her, women are more likely to have positions of high-level responsibility in women's colleges. The fact that women are successful in these top-level positions indicates that they do have the talent and motivation and that their exclusion from these positions in other colleges must stem from other causes.

An evaluation of the general situation of academic women was made by Oltman when she reported on the research efforts of the women's caucuses and committees associated with professional organizations. She concluded that the women's movement in academia has developed great forward momentum with no turning back (Oltman, 1971, p. 16).

SUMMARY

The review of the literature covered in this chapter consisted of an historical background of women's status with three main categories: double-standard conflict, promotional possibilities, and career advancement aspirations. The review information of the three categories contained pertinent literature regarding women as

administrators. A philosophy with a somewhat different twist shed some light in each category.

> In every field of human endeavor, he that is first must perpetually live in the white light of publicity. Whether the leadership be vested in a man or in a manufactured product, emulation and envy are ever at work. In art, in literature, in music, in industry, the reward is widespread recognition; the punishment is fierce denial and detraction. . . .
>
> There is nothing new in this. It is as old as the world and as old as the human passions: envy, fear, greed, ambition, and the desire to surpass.
>
> And it all avails nothing. . . .
>
> That which is good or great makes itself known no matter how loud the clamor of denial (McManus, 1972, p. 51).

Chapter 3

PROCEDURES AND METHODOLOGY

PROCEDURAL DESIGN OF THE STUDY

Described in this chapter are the procedures that were used for organizing and implementing this study of the perceptions of certain groups of the El Camino College Community regarding females as administrators. The following steps are discussed: (1) description of procedures; (2) definition of the population and selection process; and (3) treatment of the data.

DESCRIPTION OF RESEARCH INVESTIGATION

One instrument was developed to collect the data for the study. The instrument used was a 30-item opinionnaire that was developed in the following manner. After a basic review of literature, a number of positive and negative statements were written on parity-perceptions. The items were administered to selected groups in the El Camino College Community. From an evaluation of their answers, 30 items with seemingly the greatest discriminatory significance were selected. The opinionnaire for purposes of this study, was referred to as

a parity perception scale. There were references by Hunt (1978), Jahoda, Havel (1955) and others in the review of literature that age and training had a direct influence on attitudes. Thus, demographic data was included with the opinionnaire to learn about such influences of the participants. Questions on the variables of age, work experience, and discipline or major in each area were included.

The Likert type scale design was used for measuring responses on the opinionnaire instrument. Each opinion was designed to assess perceptions of the participants of the El Camino College Community regarding the female as administrator. The opinionnaire was divided into categorical subsets for the purpose of scoring. The subsets included: (a) double-standard conflict, which was tapped by items 1, 2, 4, 6, 9, 10, 12, 14, 17, 19, 20, 22, 23, 24, and 26; (b) promotional possibilities, which was tapped by items 3, 7, 11, 18, 21, 27, and 29; and (c) career advancement aspirations, which was tapped by items 5, 8, 13, 15, 16, 25, 28, and 30 and (d) parity-perceptions which was a composite of scores from subsets (a), (b), (c) (See Appendix B). The scoring ranged from strongly agree (5), to strongly disagree (1), with (3) being the undecided category.

The maximum score for double-standard conflict, subset (a), was 75. A score of 75 was interpreted to mean that the participant's perceptions of the female as administrator indicated minimum double-standard conflict.

The maximum score for promotional possibilities, subset (b), was 30. Such a high score was interpreted to mean that participant's perceptions rated females as having high possibilities for promotion to administrative positions.

The maximum score possible in advancement aspirations, subset (c), was 45. The maximum score in this subset was interpreted to mean that females have high advancement aspirations for such positions as those in administration.

In conclusion, the composite score of subsets (a), (b), (c), provided a parity-perception, subset (d), score with a maximum of 150. The maximum score was interpreted to mean that participants perceived the female as being equal to the male in administration positions.

Results reported may have reflected limitations of the Likert scale. It may be possible that two or more identical scores may have totally opposite meanings. When this was the case, the item analysis may have been more meaningful than any total score.

DEFINITION OF THE POPULATION AND SELECTION PROCESS

The study was made up of six distinct populations using males and females representing the students, faculty, and administrators at El Camino College. A cover letter and the opinionnaire were mailed by inter-campus mail to each member of the faculty and administration. Follow-up letters were used when necessary. Sections of classes of students were selected at random from a scientifically selected list of section offerings and a table of random numbers by the research department at El Camino College. (Thus, the student population was a random selection, while all of the faculty and administrators were included in the study.

The population of the faculty at the time of the study was 710, the administration was 41, and the student population was 27,355 (El Camino Research Center, 1977).

El Camino College is the only community college serving the El Camino College District and is located in Torrance, California. It is an urban commuter college, and the enrollment at the time of the study was 27,355. The

students represented a cross-section of ethnic, cultural and socio-economic backgrounds.

The student body at the time of this study was made up of 54.7% women and 45.3% men. In terms of age, 28.3% of the student body were 21 and under; 29.1% were 22-25 years of age; 31.7% were between 26-35; and the remaining 10% were 36 years or older. Thirty-nine percent of the population were married.

At the time of the study, 43% of the student body were employed full-time and another 18% worked part-time.

Of the total full-time faculty of 357, 28.1% were women and 71.9% were men. There were also 353 part-time faculty. Of that group, 70.8% were men and 29.2% were women. In age, 29% were 20-30; 20%, 30-40; 20%, 40-50; 20%, 50-60; and 10% over 60. Approximately 75% were married, 10% single, and 5% widowed with 10% in other classifications.

Faculty members tend to stay at El Camino College for a long teaching time. Eighty percent of the present population taught at least 20 years and 15% at least 10 years. The average number of teaching years at El Camino College is 20. Men average longer service than women, with men averaging approximately 20 years of service and women approximately 15 years.

The administration at El Camino College has been largely made up of men. At the time of the sutdy, only

four of the 41 were women. The positions held by women were at the third and fourth levels. One was a division dean, another a dean of personnel, and the other two held associate dean positions.

TREATMENT OF DATA

The statistical methods used in this study included a Likert type Attitude Scale analysis, Multiple-Regression Analysis and the Behrens Fischer t^1 Test.

The programs for t^1 Test and MRA were available in package form, titled "Statistical Package for Social Sciences" (SPSS), one of the most popular and widely used languages for statistical analysis. The Likert type Attitude Scale analysis was used for analysis of the parts.

> The Likert Scales tend to perform very well when it comes to a reliable, rough ordering of people with regard to a particular attitude. Apart from their relative ease of the construction, these scales have two other advantages: they provide more precise information about the respondent's degree of agreement or disagreement, and respondents usually prefer this to a simple agree/disagree scale (Joseph, 1975, p. 43).

The variables considered in each group included age, marital status, and number of years of work experience. Type of work experience was considered for students only. Respondents did not provide sufficient data to consider major or discipline as originally planned. Multiple

Regression Analysis (MRA) was used to analyze the variables in depth for a more complete interpretation of the possible influence on perceptions measured. It was used to test significance of each of the variables and was conducted to examine the total amount of predictive information available from the independent variables in predicting the criterion in each area. The overall multiple R was tested for significance by using the F-Ratio with K and N-K-1 degrees of freedom. All partial regression coefficients were equal to zero in this test. The F-Ratio was obtained by dividing the mean square regression (MSR) by the mean squares error (MSE). Multiple regression has been traditionally used for predicting the value of some criterion (desired outcome) from a set of independent variables, as mathematically expressed in linear function where:

$$y = b_o + b_1 x_1 + b_2 x_2 + \ldots b_k z_k + e$$

t = dependent variable

$x_1 \; x_2 \ldots x_k$ = independent variable

$b_o \times b_1 \times b_2 \times \ldots b_k$ = partial regression coefficients

e = error term

Behrens Fischer test t[1] was used to compare the subsets of the study. This test is used to determine the significance of difference between means of two sets of data. "T" may be determined for the differences between a sample mean and a hypothesized mean. This formula is

$$t = (\bar{x} - \underset{H}{M}) \; / \; \underset{\bar{x}}{SE}.$$

> The "t" test is used to compare the means of two samples and then determine the significance of data differences between the means. One disadvantage of the "t" test is that it cannot be used to compare, simultaneously, the means of more than two sets of data. The "t" test provides information that makes it possible to formulate predictions and inferences concerning a population from the sample data provided (Joseph, 1975, p. 63).

ORGANIZING THE CONCLUSIONS

Based upon the findings of this study, conclusions were drawn about certain groups of the El Camino College Community on double-standard conflict, promotional possibilities and advancement aspirations and parity perceptions regarding the female as administrator. Recommendations and strategies were made for promotion of the female as administrator in the future.

Findings are presented in Chapter 4, and the summary, conclusions, recommendations and strategies are presented in Chapter 5.

Chapter 4

FINDINGS

BACKGROUND INFORMATION

Results of the study are presented sequentially according to the research issues stated in the "Introduction" which were based upon the opinionnaire. Relevant statistical information on each issue in the study is presented in table form in the Appendix. Summary and conclusions supported by these data are further discussed in Chapter 5.

DATA INTERPRETATION

MALE STUDENTS

Male Students, Double-standard Conflict

Hypotheses S1(a) and S3(a). The hypothesis S1(a) was accepted that scores were significantly high and the hypothesis S3(a) was rejected that the variables had no significant influence on perceptions of male students of the female as administrator in double-standard conflict.

The range of scores out of a possible 75 were fairly high, from 15 to 56 with most above the mean of 37.28. The scores indicated that male student perceptions of the female

as administrator reflected that there were few problems perceived in the area of double-standard conflict.

In further substantiation (Table 4.1, p. 155) of the above, item analysis showed some interesting findings. On the subject of job equality approximately 85 percent of the male students agreed that females who want full equality should be prepared to accept equal responsibility with males and that a coeducational professional work group provides a realistic work atmosphere. Also, over 70 percent agreed that it is possible for women to live in productive harmony with men filling complementary roles, that it is possible for women to be successful in both marriage and career, and that women should follow the same pursuits as men if they so desire.

The findings with regard to physical differences indicated that over 50 percent agreed that women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men. Regarding role differences, over 50 percent were in agreement that a woman's first responsibility is to be a companion to her husband and a mother. Forty-five percent agreed that career women tend to play down feminine appearance to be taken more seriously.

Some of the other opinions about the female at work indicated only 34 percent agree that a working mother is no problem and can be easily accepted by children and husbands and 32 percent agree that intellectual achievement of women is competitively aggressive behavior. Only 23 percent agreed that females in administrative positions have difficulty dealing with males and that such awkward situations should be avoided. Ambivalence was further shown by only 25 percent agreeing that children and marriage are an asset to the professional woman and her career, and that professional women tend to think of their employment as a lifetime career.

Five variables were also considered for significance in this subset. Multiple regression analysis was computed to determine the amount of unique information available from the independent variable in predicting the criterion. The multiple R was .1525 and the overall F ratio was .9143, not significant beyond the .05 level. Therefore, there was no significant relationship between marital status, age, years of experience or type of work experience, and male student perceptions concerning double-standard conflict.

Male Students, Promotional Possibilities

Hypotheses S1(b) and S3(b). The hypothesis S1(b) was accepted that scores were significantly high and the hypothesis S3(b) was rejected that variables had no significant influence on perceptions of male students in this subset.

The range of measured scores in this subset was 6 to 25 out of a possible maximum score of 30, with a mean of 16.71. Most scores were well above the mean. The fairly consistent high scores by male students indicated positive perceptions of women as administrators.

When considering education levels, over 80 percent agreed that the higher the educational attainment of women, the greater the chances for their advancement. Over 70 percent agreed that women should be freed of the role of being homemakers only. Considering women's chances for administrative jobs, 70 percent agreed that El Camino College women faculty are as likely to achieve positions in administration as men, but only 30 percent agreed that women faculty successfully compete with men at El Camino College for administrative positions. Twenty percent agreed that there are few possibilities for eligible women to be promoted to open administrative positions on college campuses, such as El Camino. Thirteen percent agreed

that women are emotionally stronger than men and that this makes them more able to handle severe stresses. On the whole, the rest of the scores were similar (See Table 4.2, p. 157).

Variables were also considered using MRA. Multiple regression analysis was computed to determine the amount of unique information available from the independent variables in predicting the criterion. The multiple R was .22165 and the overall F ratio for this subset was 1.984, not significant beyond the .05 level. Therefore, there was no significant relationship between marital status, age, years of experience or type of work experience and male student perceptions.

Male Students, Advancement Aspirations

Hypotheses S1(c) and S3(c). The hypothesis S1(c) was accepted that the scores were significantly high and the hypothesis S3(c) was rejected that variables had no significant influence on perceptions of male students of the female as administrator in advancement aspirations.

Scores indicated that male students had a fairly positive perception of women as administrators in this subset. Measured scores ranged from 8 to 37, most were above the 21.89 mean.

Item analysis showed some interesting comparisons which indicated that male students perceived women in a positive way as having advancement aspirations for administration (Table 4.3, p. 158).

On the subject of careers, about 70 percent agreed that women have just as much need intellectually to be successful as men, that most women would like to be promoted to administrative positions on an equal basis with men, that most women would prefer to be promoted by merit instead of seniority, and that it is realistic for professional women to expect to have lifelong careers.

There was some contradiction indicated in that 40 percent agreed that a woman's professional career should be subservient to her husband's as women are always dependent on men. However, only 20 percent agreed that educating women beyond the undergraduate level is a poor risk and a waste of time.

A degree of contradiction was indicated about the opinion that females have unique qualities needed in administration levels that are not present among males. Even with such contradiction, advancement aspirations were favorably perceived by male students of women as administrators, and most scores centered above the mean,

an indication that opinions in this subset were quite similar.

Multiple regression analysis was computed to determine the amount of unique information available from the independent variables in predicting the criterion. The multiple R was .1828 and the overall F ratio for this subset was 1.3288, not significant beyond the .05 level. Therefore, there was no significant relationship between marital status, age, years of experience or type of work experience and the male student perceptions of advancement aspirations.

Male Students, Parity-perceptions

Hypotheses S1(d) and S3(d). The hypothesis S1(d) was accepted that parity-perception scores were significantly high and the hypothesis S3(d) was rejected that variables had no significant influence on perceptions of male students of the female as administrator.

The composite score provided a parity-perception measure with a maximum possible score of 150. Most scores were well above the mean of 75.88 which indicated that male students' opinions were positive about the female as administrator (See Table 4.4, p. 159). The total MRA

computation showed no significance in the computed variables.

FEMALE STUDENTS

Female Students, Double-standard Conflict

Hypotheses S2(a) and S4(a). The hypothesis S2(a) was accepted that female scores were significantly low and the hypothesis S4(a) was rejected that variables had no significant influence upon perceptions of female students of the female as an administrator in double-standard conflict.

The range of scores on this subset was from 10 to 57 of a possible 75. Seventy-five percent of the women had a measured score below 39. The lower spread of the scores was a strong indication that most female students in the study perceived definite double-standard conflict when the women were in competition with men for jobs such as administrative positions.

There was most agreement among females on career concept opinions. Close to 90 percent of the female students agreed with respect to the following:

--It is good for women to have a career, provided that their children have adequate care.

--It is possible for women to live in productive harmony with men filling complementary roles.

--It is possible for women to be successful in marriage and career at the same time.

--A coeducational professional work group provides a realistic work atmosphere.

--Women should follow the same pursuits as men if they so desire.

There was division in that 50 percent either agreed or were undecided about the following career opinions of female students:

--A mother's working is no problem and can be easily accepted by children and husband.

--Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.

--Children and marriage are an asset to the professional woman and her career.

--Professional women tend to think of their employment as a lifetime career.

--Women's first responsibility is to be a companion to her husband and a mother to perpetuate society.

--Intellectual achievement of women is competitively aggressive behavior.

--Career women tend to play down feminine appearance to be taken more seriously.

With job responsibility as a factor, 78 percent of the female students agreed that females who want full career equality are prepared to, and do, accept equal responsibilities with males. In relating to the problem women may encounter on the job, about 30 percent agreed

that females in administrative positions have difficulty dealing with males in subordinate positions and that such awkward situations should be avoided. Although ambivalence was suggested, at least 50 percent did experss agreement that career women tend to play down feminine appearance in order to be taken more seriously (Table 4.5, p. 161).

The variables of age, marital status, major or discipline, type of work experience were computed by MRA. Even though conflict was indicated, more scores in this subset ranged near the mean, thus showing agreement in general among female students. The overall ratio was not significant beyond the .05 level, with the multiple R reading .130 and the overall F ratio being 1.042, not significant beyond the .05 level.

Female Students, Promotional Possibilities

Hypotheses S2(b) and S4(b). The hypothesis S2(b) was accepted that female scores were significantly low and the hypothesis S4(b) was rejected that variables had no significant influence on perceptions of female students of the female as administrator in promotional possibilities.

From a possible score of 30, the range of measured scores was 6 to 24 with 71 percent ranging from 10 to 20 percent and below the mean of 15.61. None in the group had

a score of 25. One hundred seventy-one, over one-half of the group scored below fifteen. The scores indicated that female students perceived their promotional possibilities to such jobs as administrative as being only fair.

Item examination of subset (b) for female students showed the distinction among the group concerning job promotion (Table 4.6, p. 163). The breakdown indicated that female students were undecided about the female as administrator in this category. Eighty percent agreed that:

> --The higher the eductional attainment of women, the greater the chances for their advancement.
>
> --Women should be freed of the role of being homemakers only.

There was a great deal of contrast, however, among the rest of the answers to this subset. For example, 100 percent were undecided that:

> --There are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino.
>
> --At El Camino College women faculty are not as likely to achieve positions in administration as men.
>
> --Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.

Sixty-seven percent indicated a lack of knowledge of women faculty successfully competing with men

at El Camino for administrative positions. All in all, however, most scores though low in this subset, ranged near the mean, which indicated that most female students were in agreement on promotional possibilities. Multiple regression analysis was computed to determine the amount of unique information available from the independent variables in predicting the criterion. The multiple R was .1327 and the overall F ratio for this subset was 1.084, not significant beyond the .05 level. Therefore, there was no significant relationship between marital status, age, years of experience or type of work experience and female student perceptions of promotional possibilities.

Female Students, Advancement Aspirations

Hypotheses S2(c) and S4(c). The hypothesis S2(c) was accepted that female scores were significantly low and the female students hypothesis S4(c) was rejected that variables had no significant influence on perceptions of male students of the female as adminsitrator in advancement aspirations.

When assessing scores, most females in this group of students showed a fairly low perception of advancement aspirations. Measured scores ranged from 7 to 30 with a possible high of 45. Ninety-three percent of the scores

did, however, range between 15 and 26. Most were near or below the mean of 21.23, however.

When analyzing the advancement aspirations opinions, inconsistencies were found that, in part, substantiated the above and, in part, indicated somewhat more promise in this area among female students (Table 4.7, p. 164).

For example in relation to career expectations, 92 percent agreed that women have just as much need intellectually to be successful as men, and over 75 percent agreed that:

--It is realistic for professional women to expect to have lifelong careers.

--Most women would like to be promoted to administrative positions on an equal basis with men.

As substantiation to the above, there was confluence among the group in that only 20 percent agree that:

--Woman's professional career should be subservient to her husband's career, as women have always depended on men.

--Educating women beyond the undergraduate level is a poor risk and a waste of time.

There was some contention about career expectation also, in that nearly 25 percent were undecided that most women would prefer to be promoted by merit instead of

seniority and females have unique qualities needed in administration levels that are not present among males. In these cases, however, over 55 percent agreed favorably.

The major contrast in this subset was in whether at present women are more likely to succeed in so-called women's careers than in administration. Only 32 percent agreed, while 42 percent disagreed.

In this subset, some of the previously stated limitations of the Likert scale appeared. Thus, in this case, the item analysis was more meaningful than the total score. It can be said that even though total score analysis appeared to show a low perception of advancement aspirations, an item analysis seemed to indicate relatively moderate advancement aspirations.

Multiple regression analysis was computed to determine the amount of unique information available from the independent variables in predicting the criterion. The multiple R was .1978 and the overall F ratio for this subset was 2.459, not significant beyond the .05 level. Therefore, there was no significant relationship between marital status, age, years of experience or type of work experience and female student perceptions in advancement aspirations.

Female Students, Parity-perceptions

Hypotheses S2(d) and S4(d). The hypothesis S2(d) was accepted that female scores were significantly low and the female students hypothesis S4(d) was rejected that the variables had no significant influence on perceptions of female students of the female as administrator in parity-perception.

The composite score provided a parity-perception measure with a maximum possible score of 150. As shown on Table 4.8, p. 165, the scores ranged from 25 to 105, most below the mean of 21.28. The scores indicated that female students did not agree that the female was on an equal basis with the male for administrative positions. The MRA computation showed no significant influence of the variables.

STUDENTS COMPARED

Students Compared, Double-standard Conflict

Hypothesis S5(a). The hypothesis was accepted that there was significant difference between perceptions of male and female students of the female as an administrator in double-standard conflict.

Behrens Fischer t^1 test was computed to test double-standard conflict. The obtained t^1 was 1.75 and was significant only at the .10 level (Table 4.9, p. 167).

Students Compared, Promotional Possibilities

Hypothesis S5(b). The hypothesis was accepted that there was significant difference between perceptions of male and female students of the female as administrator in promotional possibilities.

The Behrens Fischer t^1 test, when used to test promotional possibilities, proved significant difference with an obtained t^1 of 5.82 significant at the .01 level (Table 4.10, p. 167). Thus, males and females proved to have significant differences in perception of promotional possibilities of the female as administrator.

Students Compared, Advancement Aspirations

Hypothesis S5(c). The hypothesis was accepted that there was significant difference between perceptions of male and female students of the female as administrator in advancement aspirations.

The Behrens Fischer t^1 test was used. When assessing advancement aspirations significant difference at .01 level was found (Table 4.11, p. 168).

Students Compared, Parity-perceptions

Hypothesis S5(d). The hypothesis was accepted that there was significant difference between perceptions of male and female students of the female as administrator in parity-perceptions.

The composite scores provided a parity-perception measure which was significantly different (Table 4.12, p. 168).

MALE FACULTY

Male Faculty, Double-standard Conflict

Hypotheses F6(a) and F8(a). The hypothesis F6(a) was rejected that male scores were significantly high and the hypothesis F8(a) was rejected that the variables had no significant influence on perceptions of male faculty of the female as administrator in double-standard conflict.

The maximum socre in this subset was 75. The range of scores among the male faculty participants was from 18 to 50, with 90 percent of the scores over 36, with a mean of 38.25. This seemed to indicate that most male faculty did not perceive significant problems for the female as administrator in this subset.

The item analysis, Table 4.13, p. 169, presented a more pronounced breakdown.

Over 90 percent agreed regarding women working that:

--It is good for women to have a career, provided that their children have adequate care.

--It is possible for women to live in productive harmony with men filling complementary roles.

--Females who want full equality should be prepared to accept equal responsibility with males.

--Women should follow the same pursuits as men if they so desire.

To substantiate this further, over 80 percent of the male faculty also agreed that:

--It is possible for women to be successful in marriage and career at the same time.

--A coeducational professional work group provides a realistic work atmosphere.

Only 70 percent agreed that a mother's working is no problem and can be easily accepted by children and husband.

Sixty percent agreed that professional women tend to think of their employment as a lifetime career.

Twenty-five percent agreed that females in administrative positions have difficulty dealing with males

in subordinate positions, and such awkward situations should be avoided. Even though most male faculty scores ranged above the mean, there was some contention among the group on the other opinions.

Multiple regression analysis was computed. The MRA was .1844 with an F ratio of .950, not significant beyond the .05 level. Therefore, there was no significant relationship between the variables and male faculty perceptions on this subset. Most scores, however, were fairly high, which indicated that males did not perceive a great deal of conflict for the female.

Male Faculty, Promotional Possibilities

Hypotheses F6(b) and F8(b). The hypothesis F6(b) was accepted that male scores were significantly high and the hypothesis F8(b) was rejected that variables had no significant influence upon perceptions of male faculty of the female as an administrator in promotional possibilities.

The scores ranged from 10 to 27 out of a maximum of 30. The indication was that male faculty on the whole believed that females had a pretty good opportunity to succeed when competing for such jobs as those in administration (Table 4.14, p. 171). Most scores were

above the mean of 16.20 which indicated agreement in the group of male faculty.

Regarding career possibilities, close to 90 percent agreed that:

--The higher the educational attainment of women, the greater the chances for their advancement.

--Women should be freed of the role of being homemakers only.

Only 48 percent agreed that there are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino.

Multiple regression analysis was computed. The MRA was .1796 with an F ratio of .890, not significant beyond the .01 level. Therefore, there was no significant relationship between the variables and male faculty perceptions of this subset.

Male Faculty, Advancement Aspirations

Hypotheses F6(c) and F8(c). The hypothesis F6(c) was accepted that male scores were significantly high and the hypothesis F8(c) was rejected that the variables had no significant influence on perceptions of male faculty of the female as administrator in advancement aspirations.

The response range of scores in this subset was 6 to 31. Compared with a maximum score of 45, 35 percent ranged from 25 to 31.

The item analysis of the male faculty indicated fairly positive and consistent perceptions of the female aspirations as administrator with most scores ranging above the mean of 22.28 (Table 4.15, p.172). Approximately 90 percent agreed that women have just as much need intellectually to be successful as men, and that it is realistic for professional women to expect to have lifelong careers. Eighty percent disagreed that a woman's professional career should be subservient to her husband's, as women are always dependent on men. Almost 70 percent agreed that most women would like to be promoted to administrative positions on an equal basis with men, yet 20 percent were undecided. Sixty-two percent agreed most women would prefer to be promoted by merit instead of seniority, but 33 percent were undecided. However, only 45 percent agreed and over 20 percent were undecided that females have unique qualities that are needed in administration levels and are not present among males. Only 48 percent agreed that at present women are more likely to succeed in so-called women's careers than in administration. As a contrast only

7 percent agreed that educating women beyond the undergraduate level is a poor risk and a waste of time.

Multiple regression analysis was computed. The MRA was .1476 with an F ratio of .601, not significant beyond the .05 level. Therefore, there was no significant relationship between the variables and male faculty perceptions on this subset.

Male Faculty, Parity-perceptions

Hypotheses F6(d) and F8(d). The hypothesis F6(d) was accepted that male scores were significantly high and the hypothesis F8(d) was rejected that the variables had no significant influence on perceptions of male faculty of the female as administrator in parity-perceptions.

The composite scores provided a parity-perception measure with a maximum possible score of 150. Table 4.16, p. 173, showed that scores ranged from 36 to 107, but most were above the mean of 75.88.

MRA computation indicated no significance in variables with MRA reading .176 and F ratio of .863.

FEMALE FACULTY

Female Faculty, Double-standard Conflict

Hypotheses F7(a) and F9(a). The hypothesis F7(a) was rejected that the scores were significantly low and the hypothesis F9(a) was rejected that variables had no significant influence on perceptions of female faculty of the female as administrator in double-standard conflict.

Scores ranged from 19 to 57, with a mean of 37.83 and with 50 percent under 36 there was indication of a low perception of conflict.

Item analysis indicated a somewhat more positive picture of the female faculty perceptions. For example, over 90 percent agreed regarding careers that:

--It is good for women to have a career, provided that their children have adequate care.

--It is possible for women to live in productive harmony with men filling complementary roles.

--Females who want full equality should be prepared to accept equal responsibility with males.

--A coeducational professional work group provides a realistic work atmosphere.

--Women should follow the same pursuits as men if they so desire.

Slightly under 90 percent agreed that it is possible for women to be successful in marriage and career at the

same time and that females who want full career equality are prepared to, and do, accept equal responsibilities with males. Seventy-five percent agreed that professional women tend to think of their employment as a lifetime career.

In contrast, most of the following percentages were low, indicative of some existing conflict concern. Twenty percent agreed that females in administrative positions have difficulty dealing with males in subordinate positions, and that such awkward situations should be avoided. About 30 percent agreed that career women tend to play down feminine appearance to be taken more seriously and women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men. As further support, 25 percent agreed that woman's first responsibility is to be a companion to her husband and a mother to perpetuate society and about 40 percent agreed with the statement that intellectual achievement of women is competitively aggressive behavior.

There was indecision only on the following opinions:

--A mother's working is no problem and can be easily accepted by children and husband.

--Children and marriage are an asset to the professional woman and her career.

More details of the item analysis can be found by reading Table 4.17, p. 174.

Multiple regression analysis was computed. The MRA was .219 with an F ratio of .728 which showed no significant relationship between the variables and female faculty perceptions on this subset.

Female Faculty, Promotional Possibilities

Hypotheses S7(b) and S9(b). The hypothesis S7(b) was accepted that the scores were significantly low and the hypothesis S9(b) was rejected that variables had no significant influence on perceptions of faculty of the female as administrator in promotional possiblities.

Scores ranging from 10 to 22 indicated a fairly low perception of promotional possibilities among female faculty on a scale with a maximum of 30. The mean was 15.61 and most scores ranged below.

Item analysis (Table 4.18, p. 176) revealed details more precisely substantiating the above. Eighty-eight percent agreed women should be freed of the role of being homemakers only. Seventy-five percent agreed that the higher the educational attainment of women, the greater the

chances for their advancement. However, over 75 percent agreed that at El Camino College women faculty are not as likely to achieve positions in administration as men. Twenty-six percent were undecided about women faculty successfully competing with men at El Camino College for administrative positions. Sxty-nine percent agreed that there are few possibilities for eligible women to be promoted to the open administrative positions on college campuses such as El Camino.

Multiple regression analysis was computed. The MRA was .173 with an F ratio of .447, not significant beyond the .05 level. Therefore, there was no significant relationship between the variables and female faculty perceptions on this subset.

Female Faculty, Advancement Aspirations

Hypotheses F7(c) and F9(c). The hypothesis F7(c) was rejected that the scores were significantly low and the hypothesis F9(c) was rejected that variables had no significant influence on perceptions of female faculty of the female as administrator in advancement aspirations.

Scores in this subset among female faculty seemed to be on a more even ground than in subset (b). Aspiratio scores for female faculty for the female as administrator

were higher. Scores ranged from 12 to 28 on a maximum scale of 30, with most ranking near the mean of 14.64.

Item analysis substantiated the findings, in that close to 90 percent agreed:

--It is realistic for professional women to expect to have a lifelong career.

--Women have just as much need intellectually to be successful as men.

Over 70 percent were in strong agreement that:

--Most women would like to be promoted to administrative positions on an equal basis with men.

--Most women would prefer to be promoted by merit instead of seniority.

As further substantiation, close to 10 percent agreed that educating women beyond the undergraduate level is a poor risk and a waste of time (Table 4.19, p. 177). Most of the scores ranged near the mean, but there was slight ambivalence of opinions 25 and 30, thus indicating perceptions of unsureness in this subset.

Multiple regression analysis was computed. The composite MRA was .180 with an F ratio of .486, not significant beyond the .05 level. Therefore, there was no significant relationship between the variables and male faculty perceptions on this subset.

Female Faculty, Parity-perception

Hypotheses F7(d) and F9(d). The hypothesis F7(d) was rejected that scores were significantly low and the hypothesis F9(d) was rejected that variables had no significant influence on perceptions of female faculty of the female as administrator in parity-perceptions.

In summary, the female faculty parity-perceptions ranged from 54 to 99 on a maximum basis of 150. Indications were that faculty females, on the whole, perceived females rather unequally in relation to being administrators (Table 4.20, p. 178).

FACULTY COMPARED

Faculty Compared, Double-standard Conflict

Hypothesis F10(a). The hypothesis was rejected that there was a significant difference between perceptions of male and female faculty of the female as administrator in double-standard conflict.

The Behrens Fischer t'_1 test was computed in this subset. The obtained t'_1 was .49, which was not significant.

Faculty Compared, Promotional Possibilities

Hypothesis F10(b). The hypothesis was accepted that there was significant difference between perceptions of male and female faculty of the female as administrator in promotional possibilities.

The t^1 test indicated significant difference (See Table 4.21, p. 179).

Faculty Compared, Advancement Aspirations

Hypothesis F10(c). The hypothesis was accepted that there was significant difference between perceptions of male and female faculty of the female as administrator in advancement aspirations.

The Behrens Fischer t^1 test showed significant difference between the sexes (Table 4.22, p. 179).

Faculty Compared, Parity-perception

Hypothesis F10(d). The hypothesis was accepted that there was significant difference between perceptions of male and female faculty of the female as administrator in parity-perceptions.

Perceptions tested were significantly different (Table 4.23, p. 179).

MALE ADMINISTRATORS

Male Administrators, Double-standard Conflict

Hypotheses A11(a) and A13(a). The hypothesis A11(a) was accepted that male scores were significantly high and the hypothesis A13(a) was rejected that variables had no significant influence on perceptions of male administrators of the female as administrator in double-standard conflict.

The range of scores out of a possible 75 was 34 to 58 in this subset. Fifty percent ranged above 42, with the mean at 40.8, thus indicating that an average amount of double-standard conflict was perceived by male administrators of the feamle as administrator.

Item analysis clearly indicated a positive attitude about careers for women. One hundred percent among male administrators agreed that women should follow the same pursuits as men if they so desire, and that it is possible for women to live in productive harmony with men filling complementary roles. Also above 80 percent agreed that:

--It is good for women to have a career, provided that their children have adequate care.

--It is possible for women to be successful in both marriage and career.

--Females who want full equality should be prepared to accept equal responsibility with males.

--A coeducational professional work group provides a realistic work atmosphere.

--Intellectual achievement of women is not competitively aggressive behavior.

Females in administrative positions have no difficulty dealing with males in subordinate positions.

Twenty-five percent did disagree that women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.

Some ambivalence was shown, however, with only 67 percent agreeing that females who want full career equality are prepared to, and do, accept equal responsibilities with males and a split of opinion was indicated on the following:

--A mother's working is no problem and can be easily accepted by children and husband.

--Children and marriage are an asset to the professional woman and her career.

--Professional women tend to think of their employment as a lifetime career.

--Career women tend to play down feminine appearance to be taken more seriously.

Thus while male administrators seemed mostly in agreement on the double-standard conflict, their opinions showed that they still really believed the woman's place is ideally at home with the children (Table 4.24, p. 180).

Multiple regression analysis was computed. The MRA was .6885 with an F ratio of 1.814, not significant beyond the .05 level. Therefore, there is no significant relationship between the variables and male administrators' perceptions of this subset.

Male Administrators, Promotional Possibilities

Hypotheses A11(b) and A13(b). The hypothesis A11(b) was accepted that male scores were significantly high and the hypothesis A13(b) was rejected that variables had no significant influence on perceptions of male administrators of the female as administrator in promotional possibilities.

Scores in this subset ranged from 7 to 24, with most above the 21.79 mean. This was a strong indication that male administrators agreed that females have good promotional possibilities in administration.

Item analysis lent support to the above. Eighty-four percent agreed women should be freed of the role of being homemakers only, and 79 percent agreed that the higher the educational attainment of women, the greater the chances for their advancement.

Some ambivalence prevailed among the other opinions by male administrators in this subset. For example, only 35 percent agreed that at El Camino College women faculty are not as likely to achieve positions in administration as men and 50 percent agreed that women faculty successfully compete with men at El Camino College for administrative positions. See Table 4.25, p. 182, for a complete item analysis which further indicated a fairly positive attitude by male administrators in promotional possibilities for the female as administrator.

Variables in this subset indicated that neither age, mairtal status, discipline or work experience, when calculated by MRA, showed any degree of significance of effect on opinions of the male administrators on promotional possibilities of women as administrators.

Male Administrators, Advancement Aspirations

Hypotheses A11(c) and A13(c). The hypothesis A11(c) was accepted that male scores were significantly high and the hypothesis A13(c) was rejected that variables had no significant influence on perceptions of male administrators of the female as an administrator in advancement aspirations.

Male administrators seemed to show even more positive perceptions of women as administrators in their advancement aspirations than of their promotional possibilities. Scores from 17 to 29 indicated agreement among high positive perceptions in this subset.

Item analysis focused on the picture more clearly with 100 percent agreeing that women have just as much need intellectually to be successful as men, and 83 percent disagreeing that women's professional career should be subservient to her husband's, as women always depend on men. Also 93 percent agreed that it is realistic for professional women to expect lifelong careers.

The rest of the opinions tended to be less positive. Only 70 percent agreed women are more likely to succeed in so-called women's careers than in administration, and there was quite a split of opinion on women's promotion and unique qualities. See Table 4.26, p. 183, for complete details. Variables again showed no significance using MRA.

Male Administrators, Parity-perception

Hypotheses A11(d) and A13(d). The hypothesis A11(d) was accepted that male scores were significantly high and the hypothesis A13(d) was rejected that variables had

no significant influence upon perceptions of male administrators of the female as administrator in parity-perceptions.

The male administrators perceptions of women as administrators substantiated the hypotheses for this study as shown by Table 4.27, p. 184. Parity-perceptions for this group ranged from 62 to 93, which indicated that male administrators agreed in their positive perceptions of the female as administrator.

FEMALE ADMINISTRATORS

Female Administrator, Double-standard Conflict

Hypotheses A12(a) and A14(a). The hypothesis A12(a) was rejected that female scores were significantly low and the hypothesis A14(a) was rejected that variables had no significant influence on perceptions of female administrators of the female as administrator in double-standard conflict.

The range of scores was 28 to 49 with 50 percent ranging over the mean of 36.08. From a possible high of 75, the low scores were strong indication that female administrators perceived some double-standard conflict for the female as administrator.

Item analysis also indicated that female administrators perceived some conflict, but there was 100 percent agreement about careers, that:

--It is good for women to have a career, provided that their children have adequate care.

--It is possible for women to live in productive harmony with men filling complementary roles.

--It is possible for women to be successful in both marriage and career.

--Females who want full equality should be prepared to accept equal responsibility with males.

--A coeducational professional work group provides a realistic work atmosphere.

--Females who want full career equality are prepared to, and do, accept equal responsibilities with males.

--Women should follow the same pursuits as men if they so desire.

However, there was ambivalence shown concerning family problems such as:

--A mother's working is no problem and can be easily accepted by children and husband.

--Children and marriage are an asset to the professional woman and her career.

--Woman's first responsibility is to be a companion to her husband and a mother to perpetuate the race.

Most agreed that women's physical structure does not place them at a disadvantage in their struggle for subsistence and job equality with men, that intellectual

achievement of women is not competitively agressive behavior, and that females in administrative positions have no difficulty dealing with males in subordinate positions (Table 4.28, p. 185).

Multiple regression analysis was computed. The MRA was .2606 and a F ratio of .1895, not significant beyond the .05 level. Therefore, there is no significant relationship between the variables and female administrators perceptions on this subset.

Female Administrators, Promotional Possibilities

Hypotheses A12(b) and A14(b). The hypothesis A12(b) was rejected that female scores were significantly low and the hypothesis A14(b) was rejected that variables had no significant influence on perceptions of female administrators of the female as administrator in promotional possibilities.

Scores ranged from 12 to 20, with most between 16 and 20, near the mean of 14.69. The indication was that female administrators perceived promotional possibilities of the female in administration as being mediocre.

Item analysis details showed that 100 percent believed women should be freed of the role of being homemakers

only, and 85 percent agreed the higher the educational attainment of women, the greater the chances for their advancement. However, ambivalence prevailed for the following:

> --There are few possibilities for eligible women to be promoted to the open administrative positions on college compuses such as El Camino.
>
> --Women faculty successfully compete with men at El Camino College for administrative positions.
>
> --Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.

Most scores were similar, however. See Table 4.29, p. 186, for complete details.

Multiple regression analysis was computed. The MRA was .3793 with an F ratio of .4369, not significant beyond the .05 level. Therefore, there was no significant relationship between the variables and female administrators' perceptions on this subset.

Female Administrators, Advancement Aspirations

Hypotheses A12(c) and A14(c). The hypothesis A12(c) was rejected that female scores showed significant differences and the hypothesis A14(c) was rejected that variables had no significant influence on perceptions of female

administrators of the female as administrator in advancement aspirations.

Scores from 18 to 27 indicated fairly high advancement aspirations among administrative women for the female as administrator.

Item analysis showed the same in that 100 percent agreed that:

--It is realistic for professional women to expect lifelong careers.

--Women have just as much need intellectually to be successful as men.

--Most women would prefer to be promoted by merit instead of seniority.

--Females have unique qualities needed in administration levels that are not present among males.

One hundred percent disagreed that:

--Women's professional career should be subservient to her husband's, as women always depend on men.

--Educating women beyond the undergraduate level is a poor risk and a waste of time.

Only a slight conflict prevailed with 14.29 percent disagreeing that most women would like to be promoted to administrative positions on an equal basis with men. See Table 4.30, p. 187, for further details.

Variables tested in this area, including age, discipline and type and years of experience did not prove significant.

Female Administrators, Parity-perceptions

Hypotheses A12(d) and A14(d). The hypothesis A12(d) was rejected that female scores were significantly low and the hypothesis A14(d) was rejected that variables had no significant influence on perceptions of female administrators of the female as administrator in parity-perceptions.

The parity-perception for female administrators indicated that female administrators perceived only some degree of inequality with males of the female as administrator (Table 4.31, p. 188). MRA scores were not significant when testing variable influence.

ADMINISTRATORS COMPARED

Administrators Compared, Double-standard Conflict

Hypothesis A15(a). The hypothesis was accpeted that there was significant difference between perceptions of male and female administrators of the female as administrator in double-standard conflict.

T^1 test results indicated significant differences at the .05 level (Table 4.32, p.189).

Administrators Compared, Promotional Possibilities

Hypothesis A15(b). The hypothesis was accepted that there was significant difference between perceptions of male and female administrators of the female as administrator in promotional possibilities.

T^1 test results indicated slight significance at 1.90, with .10 level of confidence (Table 4.33, p. 190).

Administrators Compared, Advancement Aspirations

Hypothesis A15(c). The hypothesis was rejected that there was significant difference between perceptions of male and female administrators of the female as administrator in advancement aspirations.

T^1 test was only .23 at 24.5 degrees of freedom.

Administrators Compared, Parity-perceptions

Hypothesis A15(d). The hypothesis was accepted that there was significant difference between perceptions of male and female administrators of the female as administrator in the parity-perception scores.

Table 4.34, p. 190, further shows that the perceptions were only slightly different.

GROUP COMPARISONS

Male Students and Male Administrators

Hypotheses G16-a(a)(b)(c)(d). The hypotheses were rejected that there was significant difference between perceptions of male students and male administrators of the female administrator in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 test indicated 2.37 significant difference of the .05 level (Table 4.35, p. 191).

Promotional possibilities: The t^1 test indicated no significance at 1.38.

Advancement aspirations: A: .07, the t^1 test indicated no significance.

Parity-perceptions: T^1 test results were 2.25 at 19.41 degrees, which were not significant.

Male Students and Male Faculty

Hypotheses G16-b(a)(b)(c)(d). The hypotheses were rejected that there was significant difference between perceptions of male students and male faculty of females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 test results were not significant at 1.45 with 32.5 degrees of freedom.

Promotional possibilities: T^1 test results showed no significance at .35 with 334.87 degrees of freedom.

Advancement aspirations: T^1 test results were not significant with 1.00 with 308.95 degrees of freedom.

Parity-perceptions: The t^1 test for the composite of the subsets, at 1.17, was not significant at 322.8 degrees of freedom.

Male Students and Female Administrators

Hypotheses G16-c(a)(b)(c)(d). The hypotheses were rejected that there was significant difference between perceptions of male students and female administrators of

females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: The t^1 test results indicated no significance at .63 with 12.63 degrees of freedom.

Promotional possibilities: T^1 test results indicated significant difference (Table 4.37, p. 192).

Advancement aspirations: T^1 test results indicated no significant difference at .35 with 13.08 degrees of freedom.

Parity-perceptions: T^1 test was 1.12 at 12.32 degrees of freedom which was not significant.

Male Students and Female Faculty

Hypotheses G16-d(a)(b)(c)(d). The hypotheses were accepted that there was significant difference between perceptions of male students and female faculty of females as administrators in (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions. However, it was rejected for (a) double-standard conflict.

Double-standard conflict: T^1 test does not show significant difference, at 1.63 with 142.73 degrees of freedom.

Promotional possibilities: T^1 analysis indicated significant difference as shown on Table 4.38, p. 192.

Advancement aspirations: The t^1 test indicated significant difference at .01 degrees of freedom (Table 4.39, p. 193).

Parity-perceptions: The t^1 test (Table 4.40, p. 193) indicated significance at the .10 level only.

Male Faculty and Male Administrators

Hypotheses G16-e(a)(b)(c)(d). The hypotheses were rejected that there was significant differences between perceptions of male faculty and administrators of females as administrators in (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

T^1 test results were significant in subset (a) double-standard conflict, only at the .05 level at 29.15 degrees of freedom (Table 4.41, p. 194). No others were significantly different. Other t^1 tests indicated no significant differences at 1.41, 15.0, and 1.91 with 18.11, 24.42, and 19.5 degrees of freedom.

Male Faculty and Female Administrators

Hypotheses G16-f(a)(b)(c)(d). The hypotheses were rejected that there was significant difference between perceptions of male students and female administrators of females as administrators in (a) double-standard conflict, (b) promotional possibilities and (d) parity-perceptions. In (c) advancement aspirations, the hypothesis was accepted.

Double-standard conflict: T^1 test indicated no significance at 1.13 with 12.52 degrees of freedom.

Promotional possibilities: T^1 test results indicated no significant differences at .77 with 13.72 degrees of freedom.

Advancement aspirations: T^1 test results were positive (Table 4.4 2 p.194).

Parity-perceptions: The t^1 test was 1.52 with 12.43 degrees of freedom, which was not significant.

Female Students and Male Administrators

Hypotheses G16-g(a)(b)(c)(d). The hypotheses were accepted that there was significant difference between

perceptions of female students and male administrators of females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 tests were significantly different (Table 4.43, p. 195).

Promotional possibilities: T^1 test results indicated 1.60 with 18.06 degrees of freedom, which was not significant.

Advancement aspirations: T^1 tests indicated no significant difference at .75 with 21.25 degrees of freedom.

Parity-perceptions: The t^1 did show significant difference (Table 4.44, p. 195).

Female Students and Male Faculty

Hypotheses G16-h(a)(b)(c)(d). The hypotheses were accepted that there were significant differences between perceptions of female students and male faculty of females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 test results indicated significance (Table 4.45, p.196).

Promotional possibilities: The t^1 results (Table 4.46, p. 196), indicated significant difference.

Advancement aspirations: T^1 results were also significantly different (See Table 4.47, p.197).

Parity-perceptions: All results indicated significant differences in this comparison (Table 4.48, p. 197).

Female Students and Female Administrators

Hypotheses G16-i(a)(b)(c)(d). The hypotheses were rejected that there were significant differences between perceptions of female students and female administrators of females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 test results indicated no significant difference at .10 with 11.78 degrees of freedom.

Promotional possibilities: T^1 test results indicated no significant difference at .70 with 12.05 degrees of freedom.

Advancement aspirations: T^1 test results indicated .34, which was not significant at 11.71 degrees of freedom.

Parity-perceptions: T^1 test results were not significantly different.

Female Students and Female Faculty

Hypotheses G16-j(a)(b)(c)(d). The hypotheses were rejected that there was significant differences between perceptions of female students and female faculty of females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 tests were not significant at 1.93 with 113.86 degrees of freedom.

Promotional possibilities: T^1 test results indicated no significant difference at 1.37 with 106.81 degrees of freedom.

Advancement aspirations: T^1 test results were not significant at .36 with 129.60 degrees of freedom.

Parity-perceptions: T^1 test results were not significantly different.

Female Faculty and Female Administrators

Hypotheses G16-k(a)(b)(c)(d). The hypotheses were rejected that there will be significant differences between perceptions of female faculty and female administrators of females as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 test results indicated .88, which was not significant at 14.63 degrees of freedom.

Promotional possibilities: T^1 test results indicated .03. which was not significant at 17.39 degrees of freedom.

Advancement aspirations: T^1 test results indicated .49, which was not significant at 15.62 degrees of freedom.

Parity-perceptions: The t^1 test for parity-perceptions was .39 at 13.73 degrees of freedom, which was not significant.

Female Faculty and Male Administrators

Hypotheses G16-1(a)(b)(c)(d). The hypotheses were accepted that there were significant differences between perceptions of female faculty and male administrators of the female as administrator in (a) double-standard conflict and (d) parity-perceptions. In (b) promotional possibilities and (c) advancement aspirations, the hypotheses were rejected.

Double-standard conflict: T^1 test results were significant (Table 4.49, p. 198).

Promotional possibilities: T^1 test results were not significant, except at the .10 level, with a t^1 of 1.93 at 18.32 degrees of freedom.

Advancement aspirations: T^1 test scores were not significant at .88 with 28.86 degrees of freedom.

Parity-perceptions: The t^1 test was significant (Table 4.50, p. 198).

All Students Compared with All Administrators

Hypotheses G17-a(a)(b)(c)(d). The hypotheses were rejected between perceptions of all students and all

administrators of women as administrators in (a) double-standard conflict, (c) advancement aspirations, (d) parity-perceptions. Only in the (b) promotional possibilities subset was the hypotheses accepted.

Double-standard conflict: T^1 tests indicated no significant difference with 2.31 at 34.96 degrees of freedom.

Promotional possibilities: T^1 test results were not significant at 1.40 with 30.18 degrees of freedom.

Advancement aspirations: T^1 test results were not significant at .39 with 35.72 degrees of freedom.

Parity-perceptions: T^1 test results showed no significant differences.

All Students Compared with All Faculty

Hypotheses G16-b(a)(b)(c)(d). The hypotheses was accepted between perceptions of all students and all faculty of women as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: t^1 tests also showed significant differences.

Promotional possibilities: T^1 test results indicated no significant differences at .61 with 427.69 degrees of freedom.

Advancement aspirations: T^1 test results showed no significant difference with 1.22 at 438.23 degrees of freedom, at the .10 level.

Parity-perceptions: T^1 test results agreed at the .05 level that there is a significant difference between all students and all faculty (Table 4.51, p. 199).

All Faculty Compared with All Administrators

Hypotheses G17-c(a)(b)(c)(d). The hypotheses was rejected that there was significant difference between perceptions of all faculty and all administrators of women as administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: The t^1 test indicated .87 at 40.69 degrees of freedom which was not significant.

Promotional possibilities: T^1 test results indicated 1.34 at 30.40 degrees of freedom, which was not significant.

Advancement aspirations: T^1 test results indicated .22 at 42.05 degrees of freedom, which was not significant.

Parity-perceptions: The t^1 test was 1.37, which was not significant.

All Male Groups Compared with All Female Groups

Hypotheses G18(a)(b)(c)(d). The hypotheses were accepted that there was significant difference between perceptions of male and female students, faculty and administrators in (a) double-standard conflict, (b) promotional possibilities, (c) advancement aspirations and (d) parity-perceptions.

Double-standard conflict: T^1 test results of the total males and females indicated significant differences (Table 4.53, p.200).

Promotional possibilities: T^1 test results indicated significant differences when comparing all males with all females (Table 4.54, p. 200).

Advancement aspirations: T^1 test results, according to Table 4.55, p. 201, showed significant differences when comparing all male groups with all female groups.

Parity-perceptions: The t^1 test results indicated significant difference of 5.39 at the .01 level according to Table 4.56, p. 201.

DISCUSSION AND IMPLICATIONS

The main purpose of this study was to assess and compare differences in perceptions of male and female participants of the female as administrator. In addition, an effort was made to determine whether variables other than sex, such as age, marital status, work experience or type and discipline, were significantly influential on the perceptions of the participants.

Student General Findings

Male and female students were significantly different in all of the categorical subsets. The total number of male students participating in the study was 198, and the total number of females was 108.

The male student double-standard conflict opinion scores were slightly higher than the females, with a mean of 37.28 compared to 36.27 for the females. The t^1 test indicated significant difference between them. The promotional possibilities subset scores showed more differences between the sexes with the male mean at 16.71 compared to the female mean at 15.61. The advancement aspirations subset differed the least with the male mean scores being 21.89 and the female mean scores at 21.28. In each case, scores within each sex were fairly consistent. Between them there were, however, significant differences in all subsets.

Variables considered besides sex were found not to be a significant influence on answers by either the male or female students. Apparently this was due to students being very similar demographically.

Student implications. Males were more positive in their opinions in all subsets. In advancement aspirations, old values still seemed to prevail within the female ranks. The male answers indicated that they expected females to aspire to such high level positions as administrator while female answers did not.

Although the male students indicated a positive outlook for the female as administrator in each subset, some mixed emotion was shown. It would appear that both males and females want women to be on a par with men, yet at the same time both sexes, and especially the males, are not sure about children and husbands accepting the change. The female definitely was questioning her own abilities in that area.

Student opinions showed that value changes in society have had an influence. However, there still was a traditional separation between them. The males seemed to agree that the females should be able to compete equally, but they, like males in past generations, still had a question about who was going to run the home. Also, the female seemed to hold back as if afraid that by admitting to such abilities she would give up her feminism and dependent place in society. Just as Niebeor's findings indicated in a 1975 study, aspirations slowed if femininity was threatened, and few women were really willing to take the gamble. The idea was prevalent in this study as well, as one unsolicited remark from a student participant read: "Women should be subservient, but not necessarily dependent."

It appeared from indications of the student opinions that, if change is really to happen, it will be a slow and gradual process. For the most part, innovative women will be the only ones to reach upward job mobility. Just as Rossi's study indicated in 1965, no social role is without ambivalence. Even among students in this study, ambivalence seemed to be a factor in some areas.

Faculty General Findings

Male and female faculty differed in all categorical subsets except double-standard conflict. The mean was 38.25 for males and 37.83 for females. Of the total 219 faculty who participated, 141 were males and 78 were females.

Regarding promotional possibilities, the male and female faculty differed significantly with the means for males at 16.20 and females at 14.64. Advancement aspirations scores also indicated difference with the means for men at 22.28 and women's close at 21.13. However, there was not as much difference as with the promotional possibilities subset. The parity-perception means differed from 75.88 for men to 72.71 for women, and there was significant difference with a t^1 of 2.70 at .01 level of confidence. Variables tested, other than sex, did not indicate an influence on opinions.

Faculty implications. The males in the faculty group, as was true of male students, had a more positive outlook on females being administrators.

The fact that there was no significant difference on double-standard conflict would lead one to believe that perhaps certain factor influenced by lifestyle values may have had a mellowing effect on this group. Even though they did not differm the males were slightly more positive than the females.

The significant differences in promotional possibilities, advancement aspirations and parity-perceptions between faculty men and women lead one to consider that men and women may still believe that success will best come to women through the traditional women's roles. That same indication was found in the 1971 study by Bernardo.

Avignons' study in 1970 also showed that attitudes about women's roles have inhibited their aspirations. It appeared that the faculty participants at El Camino College were inhibited in their aspirations, which has had an effect on their outlook toward promotion and their outlook about securing or looking forward to a higher position in administration in the future.

Variables among the faculty apparently did not influence opinions because of the similarities of demographic findings within the group of participants.

Administrators General Findings

Male and female administrators differed in all subsets except advancement aspiration. Of the total 31 administrators who participated, 19 were male and 12 were female. It was particularly interesting to note the means of 40.8 for the males and 36.08 for the females in double-standard conflict. They differed on promotional possibilities with means of 21.79 and 14.69 respectively. The parity-perceptions, when tested by the t^1, indicated significant difference at the .02 level.

Administrators were somewhat more difficult to analyze because of the smaller number of participants than in the otner two groups. For purposes of this study, however, it was assumed that this group was typical of administrators.

Administrators implication. The results indicated that both male and female administrators were favorable toward advancement aspirations of the female as

administrator. None of the variables tested proved to have influence in any subset, even though most of the females were single and most of the men were married. All in all the administrative males and females of this study seemed to think quite a bit alike. At least the administrators of the El Camino College Community did not share the 1978 United States Department of Labor findings that some of both sexes still believe educating women beyond high school would be an economic waste.

Group Comparison General Findings

The following comparisons were significantly different in double-standard conflict, promotional possibilities, advancement aspirations and parity-perceptions.

--All male groups combined and all female groups combined of students, faculty and administrators (Hypothesis G18).

--Female students and male faculty (Hypothesis G16-h).

The following comparisons were significantly different in all but one of the categorical subsets:

--Female students and male administrators except in promotional possibilities subset (Hypothesis G16-g).

--Male students and female faculty except in the double-standard conflict subset (Hypothesis G16-d).

--All students and all faculty except in advancement aspirations subset (Hypothesis G17-b).

--Female faculty and male administrators except in promotional possibilities subset (Hypothesis G16-l).

The following comparisons were not significantly different, except that each were significantly different in one of the categorical subsets:

--Male students and male administrators, except in double-standard conflict subset (Hypothesis G16-a).

--Male students and female administrators, except in advancement aspirations subset (Hypothesis G16-c).

--Female students and female administrators, except for slight significance in double-standard conflict subset (Hypothesis G16-i).

--Male faculty and female administrators, except in promotional possibilities subset (Hypothesis G16-f).

The following comparisons were not significantly different in all categorical subsets:

--Male students and male faculty (Hypothesis G16-b).

--Male faculty and male administrators (Hypothesis G16-e).

--Female students and female faculty (Hypothesis G16-j).

--Female faculty and female administrators (Hypothesis G16-k).

--All students and all administrators (Hypothesis G17-a).

--All faculty and all administrators (Hypothesis G17-c).

Significant differences were found between some males and females when comparing groups. Most, however, were not found to be significantly different. Significant difference was found between female students and male administrators and female faculty and male administrators. Both groups, when compared were not significantly different in one categorical subset. Also, male students compared with female faculty did not differ in double-standard conflict. It was interesting to note, however, that the composite of both sexes differed in all categorical subsets. All other comparisons of opposite sexes differed significantly, in only one subset. Exceptions were male students compared with female administrators and male faculty compared with female administrators. These were not significantly different except that the first comparison differed in promotional possibilities and the second comparison differed in advancement aspirations.

Between groups of the same sex, most comparisons indicated no significant differences. The only exceptions were between male students and male administrators and between female students and female administrators, both of which indicated significant differences in the double-standard conflict subset.

Group comparison implications. The fact that there were differences within the same sex indicated that perhaps values of society have influenced perspectives on life situations. The comparisons of men indicated the most differences. This may mean more change has taken place in men's thinking compared with women's, about the female as administrator. The differences, hopefully, may be assessed as indication of more possibilities for future change, in any event.

It was especially interesting to note that all students and all faculty differed significantly in all but one subset, but all students and all administrators and all faculty and all administrators did not differ significantly in most categorical subsets.

When comparing all female groups significant differences were not found. The faculty females indicated a slightly more positive outlook on double-standard conflict. Perhaps the administrators simply decided it was a burden they must put up with while the students indicated they still may have anxieties. That is not to say the faculty did not also show concern in that area, but perhaps they have settled into the faculty niche to some extent. In a recent study, Koonty suggested that the cultural development

of the female role seemed to indicate women using their fantastic talent for everything but themselves (1971, p. 21). Women's perceptions in this study supported this contention.

Female students, however, had the most positive attitude toward promotional possibilities, which was a promise or, at least, a glimmer of hope for the future. When comparing female mean scores in advancement aspirations, the hope was not so bright. Female administrators among women had the most positive outlook in this area. This was not so surprising since they were the only ones who have reached such a goal.

Findings in this study indicated that change will be gradual for women in progressing to positions in administration. Steinem surmised in 1978 that women were not able even to figure out themselves. That idea was given substantiation in this study from the lack of differences found among the female participants.

When comparing the men, administrators' outlook was the most positive according to mean scores. Perhaps the fact that men in administration were at the top of the job ladder allowed them to have a better outlook on such things.

When comparing all the males and all the females, males showed a slightly more positive outlook than women. This was probably the most significant finding in the study. Perhaps such a finding may mean good things in the future. Women have looked up to men throughout history. Perhaps they will look up and listen about themselves. Perhaps it is as Montagu suggested, that women are really the ones being looked up to, but are too smart to let anyone know? (1974).

SUMMARIZATION

For the most part the findings were as hypothesized. For example, most males and females, when compared, differed significantly with each other in most categorical subsets. Exceptions were found when comparing male students and female administrators and male faculty and female administrators. Each of these differed only in one subset. Other findings included comparisons of male students with female administrators, and male faculty with female administrators, which were not significantly different, except in one categorical subset.

Female students and male faculty differed in all categorical subsets as did all males and all females

compared. It was surprising that all students compared with all administrators and all faculty compared with all administrators were not significantly different in any categorical subset. However, all students compared with all faculty did differ significantly except in the promotional possibilities subset.

In this chapter of findings, the background information, data interpretation, discussion and implications have been presented. An attempt has been made to assess patterns between and among each of the categories of participants.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND STRATEGIES FOR DIFFUSION, IMPLEMENTATION AND CHANGE

SUMMARY

Problem

The problem of numerical inequality between men and women at the administration levels in higher education has become a major issue. In some cases, women have been hired to serve as administrators. However, relatively limited numbers even apply for such positions and, when they do, few are actually hired.

Purpose of the Study

In an effort to explore the problem, the main purpose of this study was to assess and compare perceptions of certain groups of the El Camino College Community of the female as administrator in double-standard conflict, promotional possibilities, advancement aspirations and parity-perceptions. In addition, an effort was made to determine if other variables such as age, marital status, type and years of work experience and discipline had any influence on those perceptions.

Procedures

After a review of literature, an opinionnaire was developed from information gathered. During Fall 1977, the opinionnaire was administered to approximately 1,000 participants at El Camino College. Useable opinionnaires from 786 respondents were returned for coding and analysis. Findings were analyzed after the assessment and comparisons were made. Finally, following the discussion and drawing of implications from the findings, summary and conclusions have been stated and recommendations and strategies offered both for action and further research.

CONCLUSIONS

Based upon the findings, data analysis and limitations of the study, the following major conclusions were drawn.

The comparisons of perceptions between the groups showed that males and females differed significantly about the female as administrator in most categorical subsets. Students differed significantly in all categorical subsets. Faculty differed significantly in all except the double-standard conflict subset. Administrators differed significantly in all except the advancement aspirations subset.

Variables tested in each group did not indicate significant influence on perceptions.

When comparing perceptions of males and females of each group many significant differences were found. The female students and the male faculty were the only comparisons found significantly different in each categorical subset. Those significantly different in all but one of the subsets included female students compared with male administrators, male students compared with female faculty, and female faculty compared with male administrators. Those found significantly different in only one of the categorical subsets included male students compared with male administrators, male students compared with female administrators, female students compared with female administrators, and male faculty compared with female administrators. The other comparisons were found not significantly different in any of the categorical subsets. Included were male students compared with male faculty, male faculty compared with male administrators, female students compared with female faculty, and female faculty compared with female administrators.

When comparing perceptions of each group of students, faculty, and administrators, the students compared with the faculty were significantly different except in the advancement

aspirations subset. All the students compared with all the administrators and all the faculty compared with all the administrators were found not significantly different in any of the categorical subsets.

When comparing perceptions of the three male groups combined and the three female groups combined there was significant difference found in all categorical subsets.

In all comparisons the males showed more positive perceptions than the females. Even so, the females' perceptions were not so negative as to be hopeless. Most of the significant differences found were between opposite sexes, yet the data indicated that the female as administrator was favored generally among females as well as males. Women seem to still be their own worst enemies. They seem reluctant to let go of values from the past a little less than their male counterparts, for some reason.

Other patterns emerged besides that of males being more positive than females. Female administrators were more positive than other females toward advancement, female faculty were more positive toward role conflict and female students were most positive toward promotional possibilities. Also, students compared with faculty differed in all but advancement aspirations, but students compared with

administrators and faculty compared with administrators did not differ. Also female students compared with male faculty differed in more categorical subsets than any of the other two of the six groups.

Among the differences there were no extremes. Male and females in fact did not differ in all categorical subsets, but they differed when compared at least in one categorical subset. For example, in the comparison of male faculty and female administrators difference was found only in the promotional possibilities subset. The rest differed in all but one categorical subset. Such varied differences seemed to indicate that males and females may be thinking more alike than is apparent at first glance about job equality between the sexes. The main difference in fact seemed to be that men are accepting the idea slightly faster than women. Women seem to need to catch up with their own ideas. It can certainly be surmised, however, that perceptions of women as administrators were positive enough in this study to support the idea of having more females as administrators, at least at El Camino College.

RECOMMENDATIONS

More research would be in order to learn and understand more about the reasons the perceptions were

patterned as they were in this study and to encourage the idea of more females as administrators. It seemed apparent from the findings that certain attitudes which were instilled by society over a period of time, may be difficult to change, or even evaluate. Nonetheless, more research would seem worthwhile if the purpose were focused towards encouragement of more females as administrators.

The findings between males and females in each group suggested that research comparisons may be needed between males and females in different situations, occupations, interest groups, economic levels, and geographic areas. Such a study would establish whether other groups of males or females would have similar perceptual differences of the female as administrator. It would lend impetus to this type of study and be interesting to know whether females in education are more or less negative than females in other occupations, and why. Also such a study would give insight as to whether females should be encouraged in administration in other areas besides education.

Significant differences between male and female groups were expected. It was interesting, however, that their differences varied among the categorical subsets. It is recommended that research be carried out to determine

what factors influenced such differences among the groups. For example, further study may lead to insight as to why faculty did not differ significantly in the double-standard conflict subset, while students and administrators did. In such a study, age variables may need a closer look. Also homelife, background and other influences relating to cultural roles may be found to have played important influencing factors. The fact that administrators did not differ in the advancement aspirations subset suggests need for further study in just that limited area. As another example, perhaps training and experience would need a more precise accounting since female administrators in this study were more positive than other females that females aspire toward advancement to positions in administration. It is recommended that further research be carried out to determine reasons for certain patterns which emerged in the data and whether patterns are consistent among or between groups that could be studied and compared.

Another recommendation would involve additional groups. At El Camino, for example, secretarial, clerical, janitorial, security and other groups of peopel could have been included in this study for further comparisons. In

connection with the comparison of different groups would be a suggestion to study other variables more in-depth with similar groups as well as other types of groups. In this study other variables considered did not prove to have an influence on perceptions. Further research may prove such variables to be very important. Among other similar groups, there may be influencing factors other than sex, such as age, income, etc. Also further study could be broadened to determine reasons why or why not certain variables are influential. A follow-up questionnaire could be used to try to establish reasons from participants for particular findings.

When comparing perceptions of each group, students compared with faculty differed significantly, but students compared with administrators and faculty compared with administrators did not. It would be interesting to repeat the same study with participants from other two-year colleges as well as four-year colleges and/or universities to see if differences emerge in the same manner. A follow-up study at El Camino College could also be carried out to see if another group of participants respond differently. Also a socio-gram type of questioning could be used in order to try to gain in-depth reasons for certain outcomes and patterns.

When comparing perceptions of the three groups of males combined with the three groups of females combined, significant difference was found in all categorical subsets. When the groups were divided by student, faculty and administrator, the students were the only ones that differed significantly in all categorical subsets. Repeating the study would be of interest to compare such results and further research with the groups would be meaningful if each subset were dealt with separately as an in-depth study. Perhaps such a study may give insight as to why the faculty males and females in this study, when compared did not differ significantly in double-standard conflict and the administrator males and females did not differ significantly in advancement aspirations.

According to the findings of this study, the men in general were more positive toward women being administrators than the women themselves. Although females were not extremely negative they did not agree as much as the males in their answers. Whether men are not aware of problems women face or whether women are inhibited more than necessary by problems of social values or other forces, it is recommended that more research among women be considered to determine what changes if any should be encouraged. In order

to establish a more positive concept among women of the female as administrator, it is suggested that the female could benefit from such special research. The following questions are among those seeming to need answers:

--Whether women want to be administrators, and why or why not.

--Whether women really think they are capable of administrative jobs, and why or why not.

--Whether they really are aware of the responsibilities of administration.

--Whether women believe they can handle the responsibilities and the stress involved.

--Whether women believe they can (or want to) organize their life so that other responsibilities such as to husbands and family can be shifted or delegated.

Such questions for suggested study may also be included for further research among men on the subject of the female as administrator. Any research on the subject it seems would be of value. At least the findings of this study indicated that research on the female as administrator is needed and worthwhile and would be a contribution for progress among our society.

It has been recommended in various ways that the model developed in this study be revised, up-dated, and extended to gain more insight into the subject of the female as administrator. It is hoped future researchers will

continue such studies and extend them so that men and women can gain insight into existing and related conflicts and problems on the subject.

The strategies section includes implications for possible diffusion, implementation and changes recommended and suggestions as to how such changes might come about.

STRATEGIES FOR DIFFUSION, IMPLEMENTATION AND CHANGE

Because this study indicated possibilities for the female as administrator from all of the groups of participants, it seems that what should be done now is to set up plans to improve female perceptions and promote the female as administrator. To do this the following strategies for diffusion, implementation and change were made:

1. Women and women's groups interested in promotion of women into administration positions:

   --Continue to promote leadership training institutes to educate and encourage women into administration.

   --Encourage young women to earn the necessary schooling and credential to be better equipped to compete with men on an equal basis.

   --Continue to educate women on responsibilities and rewards of improved job mobility.

   --Develop model examples from women in administrator positions instead of relying on men's model situations.

2. Establishments such as El Camino College interested in affirmative action and the promotion of more women to administration:

--Recruit women for job openings that occur. Prepare and hold training sessions for women and men at lower job levels to interest and educate them on the responsibilities, duties, etc. of the administration-level positions.

--Establish opportunities for women to get on-the-job experience by working as aids or extras in the administrative office during off-job hours.

--Establish policy format so that, when job openings occur, the committees working on selection of final applicants may not be made aware of whether the credentials being read belong to that of a male or female.

--Develop junior administrative positions so that men and women have an opportunity to find out what administration-level work is really about.

--Initiate understanding about upward mobility during lower-level hiring to determine interest, abilities and awareness for future needs. This encouragement and training could become an on-going process.

3. Establishments such as four-year colleges involved with training for actual administrative positions:

--Inform as many possible interest groups, women's organizations, etc. as possible of the advantages of the program.

--Recruit more women to assume such majors at the college level.

--Contact high school guidance counselors and encourage their help to reach capable young women before they decide on their career.

4. High School counselors and related career-involved personnel:

--Offer information about requirements and possibilities of administration to capable young women as well as men.

--Develop tests for determining abilities in connection with counseling and teaching of opportunities.

--Solicit capable students and offer special counseling to encourage administration careers.

5. Researchers pursuing doctoral degrees or interested in the subject in the future:

--Repeat the study at El Camino College and expand on this study or pursue any one of the subjects and expand on it.

--Repeat the study at other similar colleges across the nation and compare results among regions.

--Conduct similar research among special interest groups or professions and make comparisons.

--Study women presently in administrative positions and compare them with men. Such studies might include handling of stress, attitude toward the job, efficiency and other factors important in high-level positions.

Since this study took place at El Camino College it seems appropriate to suggest that from the findings of the study the individuals involved with hiring at the college may want to consider some of the strategies for diffusion, implementation and change which have been set forth. It seems that if such a deliberately studied process be carried out, that all involved could benefit.

The limitations of this study have brought attention to the need for expanded study of other colleges or groups. It is hoped that this study may prompt such interest among both males and females of the female as administrator. Hopefully that work can bring needed strides to improve perceptions of the female as administrator.

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APPENDIX A

COVER LETTER

Dear

As a member of the academic community, I am sure you are aware of the need for additional meaningful research regarding women in higher education administrative positions.

This study is partial fulfillment towards my Doctorate in Education and is being conducted in order to determine perception similarities and differences between men and women students, faculty and administration toward women as college administrators.

Your help would be greatly appreciated if you will take ten minutes from your busy schedule to complete the opinionnaire and return it by campus mail.

Thank you for your most valuable assistance.

Sincerely yours,

Janet Carol Gelder Stinson

APPENDIX B

PARITY PERCEPTION OPINIONNAIRE

PARITY PERCEPTION OPINIONNAIRE

STUDY TITLE: ASSESSMENT AND COMPARISON OF EL CAMINO COLLEGE MALE AND FEMALE STUDENTS, FACULTY AND ADMINISTRATION PERCEPTIONS REGARDING THE FEMALE IN THE ROLE AS ADMINISTRATOR

INSTRUCTIONS: The best answer to each statement is your personal opinion. There are five possible responses for each statement: SA (Strongly agree), A (Agree), U (Undecided), D (Disagree), and SD (Strongly disagree). Please mark only one of the five responses with pencil on the answer sheet provided.

PART I

1. It is good for women to have a career, provided that their children have adequate care. SA A U D SD

2. It is possible for women to live in productive harmony with men filling equally complementary roles. SA A U D SD

3. There are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino. SA A U D SD

4. A mother's working is no problem and can be easily accepted by children and husbands. SA A U D SD

5. It is realistic for professional women to expect to have life-long careers. SA A U D SD

6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men. SA A U D SD

7. The higher the educational attainment of women, the greater the chances for their advancement. SA A U D SD

8. Women have just as much need intellectually to be successful as men. SA A U D SD

9. Children and marriage are an asset to the professional woman and her career. SA A U D SD

10. It is possible for women to be successful in both marriage and career at the same time. SA A U D SD

11. At El Camino College women faculty are not as likely to achieve positions in administration as men. SA A U D SD

12. Professional women tend to think of their employments as life-time careers. SA A U D SD

13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men. SA A U D SD

14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society. SA A U D SD

15. Most women would like to be promoted to administrative positions on an equal basis with men. SA A U D SD

16. Most women would prefer to be promoted by merit instead of seniority. SA A U D SD

17. Females who want full equality should be prepared to accept equal responsibility with males. SA A U D SD

18. Women faculty successfully compete with men at El Camino College for administrative positions. SA A U D SD

19. Intellectual achievement of women is competitively agressive behavior. SA A U D SD

20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided. SA A U D SD

21. In general professional faculty women are on par with professional men faculty at El Camino College. SA A U D SD

22. A coeducational professional work group provides a more realistic work atmosphere. SA A U D SD

23. Career women tend to play down feminine appearance in order to be taken more seriously. SA A U D SD

24. Females who want full career equality are prepared to and do accept equal responsibilities with males. SA A U D SD

25. Females have unique qualities which are needed in administration levels that are not present among males. SA A U D SD

26. Women should follow the same pursuits as men if they so desire. SA A U D SD

27. Women should be freed of the role of being homemakers only. SA A U D SD

28. Educating women beyond the undergraduate level is a poor risk and a waste of time. SA A U D SD

29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses. SA A U D SD

30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration. SA A U D SD

PART II

INSTRUCTIONS: Please mark the appropriate applicable category(s).

31. Which categories pertain to your marital status and sex?

1. Male
2. Female
3. Single
4. Married
5. Single-previously married

32. Appropriate age category.

1. 15-20
2. 21-25
3. 26-35
4. 36-45
5. 46 or over

33. Which category most closely describes your present work?

1. Administrator
2. Teacher
3. Student also employed in labor force
4. Student also employed as professional
5. Student only

34. Which years category best describes the number of years at your present job?

1. 5-10
2. 11-15
3. 16-20
4. 21-30
5. 31 and over

35. Which category of work experience best describes your total years of work experience?

1. 5-10
2. 11-15
3. 16-20
4. 21-30
5. 31 and over

Please indicate area of discipline or major on the answer sheet on the space provided for name.

APPENDIX C

TABLES

TABLE 4.01

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET(a)

MALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
1. It is good for women to have a career, provided that their children have adequate care.	43.37	43.37	6.12	4.08	3.06
2. It is possible for women to live in productive harmony with men filling equally complementary roles.	34.69	43.37	14.29	4.59	3.06
4. A mother's working is no problem and can be easily accepted by children and husbands.	11.22	22.96	15.82	38.27	11.73
6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.	17.86	35.71	14.80	20.92	10.71
9. Children and marriage are an asset to the professional woman and her career.	8.67	18.37	29.08	28.57	15.31
10. It is possible for women to be successful in both marriage and career at the same time.	26.53	45.41	13.78	10.20	4.08
12. Professional women tend to think of their employments as lifetime careers.	8.67	29.08	44.90	16.33	1.02
14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society.	22.05	32.31	16.41	19.49	9.74

TABLE 4.01 (Continued)

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET(a)

MALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
17. Females who want full equality should be prepared to accept equal responsibility with males.	63.59	30.77	4.10	1.54	.00
19. Intellectual achievement of women is competitively agressive behavior.	6.15	26.15	34.36	26.15	7.18
20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided.	8.67	15.31	22.45	41.33	12.24
22. A coeducational professional work group provides a more realistic work atmosphere.	28.21	52.82	13.33	2.56	3.08
23. Career women tend to play down feminine appearance in order to be taken more seriously.	11.28	32.31	20.00	27.18	9.23
24. Females who want full career equality are prepared to and do accept equal responsibilities with males.	15.38	44.10	23.59	13.33	3.59
26. Women should follow the same pursuits as men if they so desire.	32.82	46.67	10.26	7.18	3.08

TABLE 4.02

ITEM ANALYSIS AND PERCENTAGE FOR PROMOTIONAL POSSIBILITIES: SUBSET(b)

MALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
3. There are few possibilities for eligible women to be promoted to the open administrative positions on college compuses, such as El Camino.	7.18	14.36	37.95	27.69	12.82
7. The higher the educational attainment of women, the greater the chances for their advancement.	35.20	46.43	5.10	12.24	1.02
11. At El Camino College women faculty are not as likely to achieve positions in administration as men.	8.16	23.47	42.86	16.33	9.18
18. Women faculty successfully compete with men at El Camino College for administrative positions.	8.76	22.16	59.28	7.73	2.06
21. In general professional faculty women are on par with professional men faculty at El Camino College.	11.28	36.92	44.10	5.13	2.56
27. Women should be freed of the role of being homemakers only.	29.74	41.54	13.85	9.23	5.64
29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.	3.59	10.77	21.54	36.41	27.69

TABLE 4.03

ITEM ANALYSIS AND PERCENTAGE FOR ADVANCEMENT ASPIRATIONS: SUBSET (c)

MALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
5. It is realistic for professional women to expect to have life-long careers.	18.97	45.13	18.97	14.36	2.56
8. Women have just as much need intellectually to be successful as men.	39.29	38.27	14.29	7.14	1.02
13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men.	10.20	12.24	16.33	40.31	20.92
15. Most women would like to be promoted to administrative positions on an equal basis with men.	22.05	50.26	15.38	9.74	2.56
16. Most women would prefer to be promoted by merit instead of seniority.	23.59	43.59	26.67	4.62	1.54
25. Females have unique qualities which are needed in administration levels that are not present among males.	8.21	29.74	22.05	26.15	13.85
28. Educating women beyond the undergraduate level is a poor risk and a waste of time.	6.15	7.18	7.69	39.49	39.49
30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration.	7.22	39.18	29.90	20.10	3.61

TABLE 4.04

SCORE, FREQUENCY, AND PERCENTAGE FOR PARITY-PERCEPTION SCALE: SUBSET (d)

TOTAL MALE STUDENTS, EL CAMINO COLLEGE

Measured Score	Score Frequency	Score Percentage
19	1	.0050
20	0	0.
21	1	.0050
22-28	0	0.
29	1	.0050
30-35	0	0.
36	1	.0050
37-40	0	0.
41	1	.0050
42-46	0	0.
47	1	.0050
48	1	.0050
49	1	.0050
50-56	0	0.
57	3	.0151
58	2	.0100
29	2	.0100
60	1	.0050
61-62	0	0.
63	3	.0151
64	1	.0050
65	3	.0151
66	1	.0050
67	5	.0252
68	4	.0202
69	9	.0454
70	4	.0202
71	4	.0202
72	4	.0202
73	9	.0252
74	7	.0350
75	8	.0404
76	19	.0950
77	14	.0700
78	9	.0450
79	12	.0600
80	8	.0404

TABLE 4.04 (Continued)

SCORE, FREQUENCY, AND PERCENTAGE FOR PARITY-PERCEPTION SCALE: SUBSET (d)

Measured Score	Score Frequency	Score Percentage
81	9	.0454
82	11	.0554
83	4	.0202
85	7	.0350
86	1	.0050
87	6	.0302
88	7	.0354
89	0	0.
90	1	.0050
91	1	.0050
92	2	.0100
93	2	.0100
94	0	0
95	1	.0050
96-97	0	0
98	1	.0050
99	1	.0050
100	1	.0050
101	0	0.
102	1	.0050
103	0	0.
104	1	.0050
105	1	.0050

TABLE 4.05

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET (a)

FEMALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
1. It is good for women to have a career, provided that their children have adequate care.	65.69	27.12	3.27	2.29	1.63
2. It is possible for women to live in productive harmony with men filling equally complementary roles.	45.42	42.16	9.80	2.29	.33
4. A mother's working is no problem and can be easily accepted by children and husbands.	16.99	34.31	14.05	28.43	6.21
6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.	10.53	27.63	11.51	31.58	18.75
9. Children and marriage are an asset to the professional woman and her career.	8.55	24.67	32.57	27.96	6.25
10. It is possible for women to be successful in both marriage and career at the same time.	47.37	42.11	6.25	3.29	.99
12. Professional women tend to think of their employments as lifetime careers.	16.78	38.49	25.99	17.11	1.64
14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society.	11.55	21.78	13.20	30.69	22.77

TABLE 4.05(Continued)

ITEM ANALYSIS AND PERCENTAGE FOR
DOUBLE STANDARD CONFLICT: SUBSET (a)

FEMALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
17. Females who want full equality should be prepared to accept equal responsibility with males.	60.40	33.99	5.28	.33	.00
19. Intellectual achievement of women is competitively agressive behavior.	4.29	20.79	25.74	32.01	17.16
20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided.	3.96	5.94	17.82	46.86	25.41
22. A coeducational professional work group provides a more realistic work atmosphere.	33.44	53.31	11.26	1.66	.33
23. Career women tend to play down feminine appearance in order to be taken more seriously.	3.95	20.72	19.08	33.55	22.70
24. Females who want full career equality are prepared to and do accept equal responsibilities with males.	34.87	44.08	14.47	5.59	.99
26. Women should follow the same pursuits as men if they so desire.	55.45	35.31	5.94	2.64	.66

TABLE 4.06

ITEM ANALYSIS AND PERCENTAGE FOR PROMOTIONAL POSSIBILITIES: SUBSET (b)

FEMALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
3. There are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino.	9.48	18.95	46.08	19.28	6.21
7. The higher the educational attainment of women, the greater the chances for their advancement.	47.39	35.95	7.84	7.19	1.63
11. At El Camino College women faculty are not as likely to achieve positions in administration as men.	5.57	19.67	53.11	16.39	5.25
18. Women faculty successfully compete with men at El Camino College for administrative positions.	4.65	17.61	67.11	7.97	2.66
21. In general professional faculty women are on par with professional men faculty at El Camino College.	9.57	30.36	51.82	7.26	.99
27. Women should be freed of the role of being homemakers only.	56.29	26.16	4.30	7.95	5.30
29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.	11.48	20.33	33.11	27.21	7.87

TABLE 4.07

ITEM ANALYSIS AND PERCENTAGE FOR ADVANCEMENT ASPIRATIONS: SUBSET (c)

FEMALE STUDENTS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
5. It is realistic for professional women to expect to have life-long careers.	37.58	40.52	8.82	10.78	2.29
8. Women have just as much need intellectually to be successful as men.	69.93	22.55	4.90	1.96	.65
13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men.	4.92	6.56	9.18	28.52	50.82
15. Most women would like to be promoted to administrative positions on an equal basis with men.	36.75	42.72	13.25	5.63	1.66
16. Most women would prefer to be promoted by merit instead of seniority.	30.69	38.94	25.08	4.29	.99
25. Females have unique qualities which are needed in administration levels that are not present among males.	20.46	38.61	23.10	15.51	2.31
28. Educating women beyond the undergraduate level is a poor risk and a waste of time.	3.61	5.25	2.62	18.36	70.16
30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration.	5.59	27.63	23.68	28.95	14.14

TABLE 4. 08

SCORE, FREQUENCY AND PERCENTAGE FOR PARITY-PERCEPTION SCALE: SUBSET (d)

FEMALE STUDENTS, EL CAMINO COLLEGE

Measured Score	Frequency of Score	Score Percentage
25	1	.0032
26	0	0.
27	0	0.
28	1	.0032
29-34	0	0.
35	1	.0032
36-47	0	0.
48	1	.0032
49	0	0.
50	1	.0032
51-54	0	0.
55	2	.0064
56	0	0.
57	2	.0064
58	7	.0227
59	2	.0064
60	2	.0064
61	5	.0162
62	3	.0097
63	5	.0162
64	9	.0292
65	11	.0357
66	12	.0389
67	16	.0519
68	8	.0259
69	15	.0487
70	14	.0454
71	15	.0487
72	15	.0487
73	14	.0454
74	17	.0552
75	15	.0487
76	13	.0422
77	10	.0325
78	19	.0616
79	7	.0227
80	6	.0193

TABLE 4.08 (Continued)

SCORE, FREQUENCY AND PERCENTAGE FOR PARITY-PERCEPTION SCALE: SUBSET (d)

FEMALE STUDENTS, EL CAMINO COLLEGE

Measure Score	Frequency of Score	Score Percentage
81	10	.0325
82	12	.0389
83	8	.0259
84	3	.0097
85	7	.0227
86	3	.0097
87	8	.0097
88	2	.0064
89	2	.0064
90	2	.0064
91	1	.0032
92-95	0	0.
96	2	.0054
97	1	.0032
98	1	.0032
99-101	0	0.
102	1	.0032
103	0	0.
004	0	0.
105	1	.0032

TABLE 4.09

GROUP MEANS COMPARISON OF STUDENTS--DOUBLE STANDARD SUBSET (a)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Students	198	37.28	1389.8	6.53	.464	1.75*
Female Students	308	36.27	1315.5	0.06	.345	

*Significant at .10 level of confidence; 397.22 degrees of freedom; .082 2-tail probability; 1.16 f-value; .239 2-tail probability

TABLE 4.10

GROUP MEANS COMPARISON OF STUDENTS--PROMOTIONAL POSSIBILITIES SUBSET (b)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Students	198	76.71	271.2	3.10	.220	5.82*
Female Students	308	15.61	243.6	2.61	.149	

*Significant at .01 level of confidence; 368.77 degrees of freedom; 1.41 f-value; .001 2-tail probability

TABLE 4.11

GROUP MEANS COMPARISON OF STUDENTS--ADVANCEMENT ASPIRATIONS
SUBSET (c)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Students	198	21.89	479.17	6.52	.258	1.83*
Female Students	308	21.28	450.71	6.05	.212	

*Significant at .10 level of confidence; 427.03 degrees of freedom; 1.05 f-value; 1.737 2-tail probability

TABLE 4.12
GROUP MEANS FOR TOTAL PARITY PERCEPTIONS--STUDENTS
SUBSET (d)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Students	198	73.883	5458.7	10.45	.743	3.44*
Female Students	308	72.714	5287.3	9.68	.547	

*Significant at .01 level of confidence; 394.43 degrees of freedom; .001 2-tail probability- 1.18 f-value; .186 2-tail probability

TABLE 4.13

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET (a)

MALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
1. It is good for women to have a career, provided that their children have adequate care.	51.77	39.72	4.96	2.13	1.42
2. It is possible for women to live in productive harmony with men filling equally complementary roles.	55.32	39.01	2.84	2.13	.71
4. A mother's working is no problem and can be easily accepted by children and husbands.	7.80	21.99	11.35	45.39	13.48
6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.	3.55	24.82	11.35	36.88	23.40
9. Children and marriage are an asset to the professional woman and her career.	7.80	22.70	31.91	28.37	9.22
10. It is possible for women to be successful in both marriage and career at the same time.	29.08	55.32	7.09	6.38	2.13
12. Professional women tend to think of their employments as lifetime careers.	9.15	47.18	33.80	9.15	.70
14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society.	7.91	19.42	18.71	32.37	21.58

TABLE 4.13 (Continued)

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET (a)

MALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
17. Females who want full equality should be prepared to accept equal responsibility with males.	71.63	28.37	.00	.00	.00
19. Intellectual achievement of women is competitively agressive behavior.	1.48	16.30	21.48	42.96	17.78
20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided.	.72	5.04	18.71	54.68	20.86
22. A coeducational professional work group provides a more realistic work atmosphere.	35.71	48.57	12.14	3.57	.00
23. Career women tend to play down feminine appearance in order to be taken more seriously.	4.96	19.15	24.11	44.68	7.09
24. Females who want full career equality are prepared to and do accept equal responsibilities with males.	22.14	47.86	17.86	8.57	3.57
26. Women should follow the same pursuits as men if they so desire.	46.10	48.94	2.84	1.42	.71

TABLE 4.14

ITEM ANALYSIS AND PERCENTAGE FOR PROMOTIONAL POSSIBILITIES: SUBSET (b)

MALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
3. There are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino.	8.51	17.02	22.70	39.72	12.06
7. The higher the educational attainment of women, the greater the chances for their advancement.	35.21	53.52	5.63	4.23	1.41
11. At El Camino College women faculty are not as likely to achieve positions in administration as men.					
18. Women faculty successfully compete with men at El Camino College for administrative positions.	7.14	30.71	37.14	20.71	4.29
21. In general professional faculty women are on par with professional men faculty at El Camino College.	36.17	48.23	12.06	3.55	.00
27. Women should be freed of the role of being homemakers only.	34.29	55.00	5.00	2.86	2.86
29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.	4.29	44.29	17.14	27.86	6.43

TABLE 4.15

ITEM ANALYSIS AND PERCENTAGE FOR ADVANCEMENT ASPIRATIONS: SUBSET (c)

MALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
5. It is realistic for professional women to expect to have life-long careers.	31.21	56.03	10.64	2.13	.00
8. Women have just as much need intellectually to be successful as men.	59.86	30.99	7.75	1.41	.00
13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men.	3.60	7.19	8.63	46.04	34.53
15. Most women would like to be promoted to administrative positions on an equal basis with men.	26.43	40.71	19.29	12.86	.71
16. Most women would prefer to be promoted by merit instead of seniority.	17.14	45.00	33.57	4.29	.00
25. Females have unique qualities which are needed in administration levels that are not present among males.	5.67	16.31	21.99	39.72	16.31
28. Educating women beyond the undergraduate level is a poor risk and a waste of time.	3.57	2.14	1.43	27.14	65.71
30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration.	4.29	44.29	17.14	27.86	6.43

TABLE 4.16

SCORE, FREQUENCY AND PERCENTAGE FOR
PARITY-PERCEPTION SCALE: SUBSET (d)

MALE FACULTY, EL CAMINO COLLEGE

Measured Score	Score Frequency	Score Percentage
36	1	.0070
37-41	0	0.
42	1	.0070
43-58	0	0.
59	1	.0070
60	1	.0070
61	0	0.
62	1	.0070
63	3	.0212
64	1	.0070
65	1	.0070
66	2	.0141
67	1	.0070
68	7	.0496
69	4	.0284
70	4	.0284
71	6	.0425
72	4	.0284
73	5	.0354
74	5	.0354
75	2	.0141
76	7	.0496
77	8	.0567
78	12	.0851
79	7	.0496
80	5	.0354
81	8	.0567
82	4	.0284
83	7	.0496
84	4	.0284
85	5	.0354
86	9	.0638
87	3	.0212
88	5	.0354
89-91	0	0.
92	1	.0070
93	1	.0070
94	2	.0140
95-106	0	0.
107	1	.0070
Total 10,860	141	

TABLE 4.17

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET (a)

FEMALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
1. It is good for women to have a career, provided that their children have adequate care.	65.79	26.32	5.26	1.32	1.32
2. It is possible for women to live in productive harmony with men filling equally complementary roles.	67.95	28.21	2.56	1.28	.00
4. A mother's working is no problem and can be easily accepted by children and husbands.	7.79	25.97	12.99	48.05	5.19
6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.	3.85	23.08	3.85	37.18	32.05
9. Children and marriage are an asset to the professional woman and her career.	10.26	23.08	34.62	24.36	7.69
10. It is possible for women to be successful in both marriage and career at the same time.	46.15	41.03	10.26	.00	2 56
12. Professional women tend to think of their employments as lifetime careers.	20.51	55.13	11.54	11.54	1.28
14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society.	2.56	11.54	10.26	35.90	39.74

TABLE 4.17 (Continued)

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET(a)

FEMALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
17. Females who want full equality should be prepared to accept equal responsibility with males.	71.79	24.36	2.56	.00	1.28
19. Intellectual achievement of women is competitively agressive behavior.	2.63	15.79	18.42	34.21	28.95
20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided.	2.56	3.85	5.13	52.56	35.90
22. A coeducational professional work group provides a more realistic work atmosphere.	45.45	49.35	3.90	.00	1.30
23. Career women tend to play down feminine appearance in order to be taken more seriously.	2.56	21.79	8.97	47.44	19.23
24. Females who want full career equality are prepared to and do accept equal responsibilities with males.	38.46	47.44	12.82	1.28	.00
26. Women should follow the same pursuits as men if they so desire.	74.36	20.51	1.28	2.56	1.28

TABLE 4.18

ITEM ANALYSIS AND PERCENTAGE FOR PROMOTIONAL POSSIBILITIES: SUBSET (b)

FEMALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
3. There are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino.	29.49	38.46	20.51	8.97	2.56
7. The higher the educational attainment of women, the greater the chances for their advancement.	38.96	35.06	10.39	14.29	1.30
11. At El Camino College women faculty are not as likely to achieve positions in administration as men.	34.62	43.59	16.67	1.28	3.85
18. Women faculty successfully compete with men at El Camino College for administrative positions.	.00	14.10	25.64	38.46	21.79
21. In general professional faculty women are on par with professional men faculty at El Camino College.	23.38	49.35	10.39	12.99	3.90
27. Women should be freed of the role of being homemakers only.	61.04	27.27	5.19	2.60	3.90
29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.	7.79	18.18	35.06	32.47	6.49

TABLE 4.19

ITEM ANALYSIS AND PERCENTAGE FOR ADVANCEMENT ASPIRATIONS: SUBSET (c)

FEMALE FACULTY, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
5. It is realistic for professional women to expect to have life-long careers.	47.44	38.46	7.69	5.13	1.28
8. Women have just as much need intellectually to be successful as men.	76.92	16.67	3.85	.00	2.56
13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men.	1.28	1.28	7.69	30.77	58.97
15. Most women would like to be promoted tc administrative positions on an equal basis with men.	33.33	37.18	15.38	14.10	.00
16. Most women would prefer to be promoted by merit instead of seniority.	35.90	42.31	17.95	2.56	1.28
25. Females have unique qualities which are needed in administration levels that are not present among males.	26.92	26.92	25.64	17.95	2.56
28. Educating women beyond the undergraduate level is a poor risk and a waste of time.	6.49	.00	1.30	14.29	77.92
30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration.	11.69	49.35	6.49	22.08	10.39

TABLE 4.20

SCORE, FREQUENCY AND PERCENTAGE FOR PARITY PERCEPTION SCALE: SUBSET (d)

FEMALE FACULTY, EL CAMINO COLLEGE

Measured Score	Score Frequency	Score Percentage
54	1	.0126
55-58	0	0.
59	1	.0126
60	3	.0379
61	0	0.
62	2	.0253
63	2	.0253
64	2	.0253
65	1	.0126
66	3	.0379
67	1	.0126
68	3	.0379
69	7	.0886
70	3	.0379
71-75	0	0
76	1	.0126
77	4	.0506
78	1	.0126
79	1	.0126
80	6	.0759
81	3	.0379
82	1	.0126
83	1	.0126
84	1	.0126
85	2	.0253
86	0	0.
87	1	.0126
88	2	.0253
89-93	0	0.
94	1	.0126
95-98	0	0.
99	1	.0126
Total 22,822	308	

TABLE 4.21
GROUP MEANS COMPARISON OF FACULTY--PROMOTIONAL POSSIBILITIES SUBSET (b)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Faculty	141	16.60	275.6	2.39	---	
Female Faculty	78	14.64	214.3	3.79	---	4.87*

*Significant at .01 level of confidence; .129 degrees of freedom; 1.66 f-value; .010 2-tail probability

TABLE 4.22
GROUP MEANS COMPARISON OF FACULTY--ADVANCEMENT ASPIRATIONS SUBSET (c)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Faculty	141	22.28	496.4	3.47	---	
Female Faculty	78	21.13	446.5	3.32	---	2.41*

*Significant at .02 level of confidence; 164.84 degrees of freedom; .017 2-tail probability; 1.04 f-value; .848 2-tail probability

TABLE 4.23
GROUP MEANS FOR TOTAL PARITY PERCEPTION--FACULTY SUBSET (d)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Faculty	141	77.14	5750.9	9.16	.771	
Female Faculty	78	73.60	5416.9	9.32	1.055	2.70*

*Significant at .01 level of confidence; 156.67 degrees of freedom; .008 2-tail probability; 1.04 f-value; .848 degrees of freedom

TABLE 4.24

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET(a)

MALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentage SA	A	U	D	SD
1. It is good for women to have a career, provided that their children have adequate care.	47.37	36.84	5.26	.00	10.53
2. It is possible for women to live in productive harmony with men filling equally complementary roles.	57.89	42.11	.00	.00	.00
4. A mother's working is no problem and can be easily accepted by children and husbands.	.00	21.05	21.05	52.63	5.26
6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.	.00	26.32	.00	52.63	21.05
9. Children and marriage are an asset to the professional woman and her career.	11.11	27.78	33.33	27.78	.00
10. It is possible for women to be successful in both marriage and career at the same time.	38.89	50.00	11.11	.00	.00
12. Professional women tend to think of their employments as life-time careers.	11.76	41.18	47.06	.00	.00
14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society.	.00	5.26	26.32	36.84	31.58

TABLE 4.24 (Continued)

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET (a)

MALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
17. Females who want full equality should be prepared to accept equal responsibility with males.	55.56	38.89	.00	5.56	.00
19. Intellectual achievement of women is competitively agressive behavior.	.00	5.88	11.76	38.82	23.53
20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided.	.00	.00	16.67	55.56	27.78
22. A coeducational professional work group provides a more realistic work atmosphere.	16.67	66.67	16.67	.00	.00
23. Career women tend to play down feminine appearance in order to be taken more seriously.	.00	33.33	11.11	55.56	.00
24. Females who want full career equality are prepared to and do accept equal responsibilities with males.	11.11	55.56	11.11	22.22	.00
26. Women should follow the same pursuits as men if they so desire.	42.11	57.89	.00	.00	.00

TABLE 4.25

ITEM ANALYSIS AND PERCENTAGE FOR PROMOTIONAL POSSIBILITIES: SUBSET (b)

MALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
3. There are few possibilities for elibible women to be promoted to the open administrative positions on college campuses such as El Camino.	5.56	27.78	11.11	27.78	27.78
7. The nigher the educational attainment of women, the greater the chances for their advancement.	26.32	52.63	5.26	5.26	10.53
11. At El Camino College women faculty are not as likely to achieve positions in administration as men.	.00	35.29	17.64	41.18	5.88
18. Women faculty successfully compete with men at El Camino College for administrative positions.	5.56	44.44	27.78	16.67	5.56
21. In general professional faculty women are on par with professional men faculty at El Camino College.	23.53	52.14	17.65	5.88	.00
27. Women should be freed of the role of being homemakers only.	31.58	52.63	10.53	.00	5.26
29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.	.00	.00	31.58	36.84	31.58

TABLE 4.26

ITEM ANALYSIS AND PERCENTAGE FOR ADVANCEMENT ASPIRATIONS: SUBSET (c)

MALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
5. It is realistic for professional women to expect to have life-long careers.	27.78	66.67	.00	5.56	.00
8. Women have just as much need intellectually to be successful as men.	68.42	31.58	.00	.00	.00
13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men.	5.56	.00	11.11	38.89	44.44
15. Most women would like to be promoted to administrative positions on an equal basis with men.	10.53	52.63	26.32	10.53	.00
16. Most women would prefer to be promoted by merit instead of seniority.	5.88	47.06	41.18	5.88	.00
25. Females have unique qualities which are needed in administration levels that are not present among males.	.00	38.89	22.22	27.78	11.11
28. Educating women beyond the undergraduate level is a poor risk and a waste of time.	10.53	5.26	.00	31.58	52.63
30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration.	.00	70.59	.00	23.53	5.88

TABLE 4.27

SCORE, FREQUENCY AND PERCENTAGE FOR PARITY PERCEPTION SCALE: SUBSET (d)

MALE ADMINISTRATORS, EL CAMINO COLLEGE

Measured Score	Score Frequency	Score Percentage
62	1	.0526
63-69	0	0.
70	1	.0526
71	1	.0526
72	0	0.
73	1	.0526
74	1	.0526
75	0	0.
76	3	.1578
77	0	0.
78	1	.0526
79	0	0.
80	1	.0526
81	0	0.
82	1	.0526
83	2	.1052
84	1	.0526
85	0	0.
86	2	.1052
87-89	0	0.
90	1	.0526
91	1	.0526
92	0	0.
93	1	.0526
Total 6,134	19	

TABLE 4.28

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET (a)

FEMALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
1. It is good for women to have a career, provided that their children have adequate care.	71.43	28.57	.00	.00	.00
2. It is possible for women to live in productive harmony with men filling equally complementary roles.	100.00	.00	.00	.00	.00
4. A mother's working is no problem and can be easily accepted by children and husbands.	14.29	28.57	.00	57.14	.09
6. Women's physical structure places them at a disadvantage in their struggle for subsistence and job equality with men.	.00	.00	28.57	14.29	57.14
9. Children and marriage are an asset to the professional woman and her career.	28.57	28.57	28.57	14.29	.00
10. It is possible for women to be successful in both marriage and career at the same time.	28.57	71.43	.00	.00	.00
12. Professional women tend to think of their employments as lifetime careers.	7.143	14.29	.00	14.29	.00
14. Woman's first responsibility is to be a companion to her husband and a mother in order to perpetuate society.	28.57	14.29	14.29	28.57	14.29

TABLE 4.29 (Continued)

ITEM ANALYSIS AND PERCENTAGE FOR DOUBLE STANDARD CONFLICT: SUBSET(a)

FEMALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
17. Females who want full equality should be prepared to accept equal responsibility with males.	85.71	14.29	.00	.00	.00
19. Intellectual achievement of women is competitively agressive behavior.	.00	14.29	.00	28.57	57.14
20. Females in administrative positions have difficulty dealing with males in subordinate positions, thus such awkward situations should be avoided.	.00	.00	.00	28.57	71.43
22. A coeducational professional work group provides a more realistic work atmosphere.	71.43	28.57	.00	.00	.00
23. Career women tend to play down feminine appearance in order to be taken more seriously.	.00	14.29	14.29	57.14	14.29
24. Females who want full career equality are prepared to and do accept equal responsibilities with males.	71.43	28.57	.00	.00	.00
26. Women should follow the same pursuits as men if they so desire.	71.43	28.57	.00	.00	.00

TABLE 4.30

ITEM ANALYSIS AND PERCENTAGE FOR PROMOTIONAL POSSIBILITIES: SUBSET (b)

FEMALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
3. There are few possibilities for eligible women to be promoted to the open administrative positions on college campuses, such as El Camino.	57.14	14.29	.00	14.29	14.29
7. The higher the educational attainment of women, the greater the chances for their advancement.	14.29	71.43	14.29	.00	.00
11. At El Camino College women faculty are not as likely to achieve positions in administration as men.	57.14	14.29	.00	28.57	.00
18. Women faculty successfully compete with men at El Camino College for administrative positions.	.00	42.86	.00	.00	57.14
21. In general professional faculty women are on par with professional men faculty at El Camino College.	28.57	14.29	14.29	14.29	28.57
27. Women should be freed of the role of being homemakers only.	71.43	28.57	.00	.00	.00
29. Women are emotionally stronger than men and this makes them more effectively able to handle severe stresses.	14.29	28.57	28.57	14.29	14.29

TABLE 4.31

ITEM ANALYSIS AND PERCENTAGE FOR ADVANCEMENT ASPIRATIONS: SUBSET (c)

FEMALE ADMINISTRATORS, EL CAMINO COLLEGE

Opinionnaire Item	Percentages SA	A	U	D	SD
5. It is realistic for professional women to expect to have life-long careers.	100.00	.00	.00	.00	.00
8. Women have just as as much need intellectually to be successful as men.	85.71	14.29	.00	.00	.00
13. Woman's professional career should be subservient to her husband's career, as women are always dependent upon men.	.00	.00	.00	.00	100.00
15. Most women would like to be promoted to administrative positions on an equal basis with men.	57.14	28.57	.00	14.29	.00
16. Most women would prefer to be promoted by merit instead of seniority.	57.14	42.86	.00	.00	.00
25. Females have unique qualities which are needed in administration levels that are not present among males.	42.86	57.14	.00	.00	.00
28. Educating women beyond the undergraduate level is a poor risk and a waste of time.	.00	.00	.00	14.29	85.71
30. At present women are more likely to succeed in so-called women's careers rather than in such positions as administration.	14.29	42.86	.00	28.57	14.29

TABLE 4.32

SCORE, FREQUENCY AND PERCENTAGE FOR PARITY PERCEPTION SCALE: SUBSET (d)

FEMALE ADMINISTRATORS, EL CAMINO COLLEGE

Measured Score	Score Frequency	Score Percentage
61	1	.08
62	0	0.
63	1	.08
64-67	0	0.
68	1	.08
69	2	.17
70	1	.08
71	1	.08
72-74	0	0.
75	1	.08
76-78	0	0.
79	1	.08
80	1	.08
Total	12	

TABLE 4.33
GROUP MEANS COMPARISON OF ADMINISTRATORS -- DOUBLE STANDARD SUBSET (a)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Administrators	19	40.89	1671.9	3.85	.908	2.33*
Female Administrators	12	36.08	1301.7	6.14	1.852	

*Significant at .05 level of confidence; 16.34 degrees of freedom; .033 2-tail probability; 2.63 f-value; .066 2-tail probability

TABLE 4.34
GROUP MEANS COMPARISON OF ADMINISTRATORS--PROMOTIONAL POSSIBILITIES SUBSET (b)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Administrators	19	21.79	474.8	16.04	3.68	1.98*
Female Administrators	12	14.67	215.2	2.39	.689	

*Significant at .10 level of confidence; 19.25 degrees of freedom; .819 2-tail probability; 45.12 f-value; .02 2-tail probability

TABLE 4.35
GROUP MEANS COMPARISON OF ADMINISTRATORS--ADVANCEMENT ASPIRATIONS SUBSET (c)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Male Administrators	19	84.53	7145.3	16.51	3.79	2.5*
Female Administrators	12	72.33	5231.6	10.63	3.07	

*Significant at .02 level of confidence; 20.77 degrees of freedom

TABLE 4.36
GROUP MEANS COMPARISON OF MALE STUDENTS AND ADMINISTRATORS DOUBLE STANDARD SUBSET (a)

	Number	Mean	Standard Deviation	Standard Error	t
Male Administrators	19	40.89	3.96	.908	2.37**
Male Students	198	37.28	6.53	.464	

**Significant at .05 level of confidence; 28.47 degrees of freedom; .001 2-tail probability; 2.73 f-value; .017 2-tail probability

TABLE 4.37
GROUP MEANS COMPARISON OF MALE STUDENTS AND FEMALE ADMINISTRATORS -- PROMOTIONAL POSSIBILITIES SUBSET (b)

	Number	Mean	Standard Deviation	Standard Error	t
Male Students	198	16.707	3.102	.220	.282**
Female Administrators	12	14.66	2.887	.698	

**Significant at the .02 level of confidence; 13.36 degrees of freedom; .014 2-tail probability; 1.69 f-value; .331 2-tail probability

TABLE 4.38
GROUP MEANS COMPARISON OF MALE STUDENTS AND FEMALE FACULTY PROMOTIONAL POSSIBILITIES SUBSET (b)

	Number	Mean	Standard Deviation	Standard Error	t
Male Students	198	16.707	3.102	.220	5.01*
Female Faculty	78	14.641	3.079	.349	

*Significant at the .01 level with 141.99 degrees of freedom; 1.01 f-value; 2-tail probability

TABLE 4.39
GROUP MEANS COMPARISON OF MALE STUDENTS AND FEMALE FACULTY ADVANCEMENT ASPIRATIONS SUBSET (c)

	Number	Mean	Standard Deviation	Standard Error	t
Male Students	198	21.89	3.632	.258	1.67*
Female Faculty	78	21.12	3.339	.378	

*Significant at the .01 level of confidence with 152.54 degrees of freedom; 1.18 f-value; 1399 2-tail probability

TABLE 4.40
GROUP MEANS FOR TOTAL PARITY PERCEPTION--MALE STUDENTS AND FEMALE FACULTY SUBSET (d)

	Number	Mean	Standard Deviation	Standard Error	t
Male Students	198	75.883	10.541	.743	1.77*
Female Faculty	78	73.6026	9.317	1.055	

*Significant at .10 level of confidence at 157.16 degrees of freedom; 1.26 f-value; .247 2-tail probability

TABLE 4.41
GROUP MEANS COMPARISON OF MALE FACULTY AND MALE ADMINISTRATORS
DOUBLE-STANDARD SUBSET (a)

	Number	Mean	Standard Deviation	Standard Error	t
Male Administrators	19	40.89	3.957	.908	2.58*
Male Faculty	141	38.25	5.694	.479	

*Significant at .05 level of confidence; 29.15 degrees of freedom; .015 2-tail probability; 2.07 f-value; .076 2-tail probability

TABLE 4.42
GROUP MEANS COMPARISON OF MALE FACULTY AND FEMALE ADMINISTRATORS
ADVANCEMENT ASPIRATIONS SUBSET (c)

	Number	Mean	Standard Deviation	Variance	Standard Error	t
Male Faculty	141	16.603	2.390	---	.201	2.70**
Female Administrators	12	14.667	2.387	---	.689	

**Significant at .05 level of confidence with 12.95 degrees of freedom; .018 2-tail probability; 1.00 f-value; 1.2 2-tail probability

TABLE 4.43

GROUP MEANS COMPARISON OF MALE ADMINISTRATORS AND FEMALE STUDENTS
SUBSET (a)

	Number	Mean	Standard Deviation	Variance	Standard Error	t
Male Administration	19	40.89	3.957	1674.99	.908	4.76*
Female Students	308	36.27	6.061	1315.51	.345	

*Significant at .01 level of confidence; 23.56 degrees of freedom; 2.35 f-value; 2-tail probability

TABLE 4.44

GROUP MEANS FOR PARITY-PERCEPTION--
FEMALE STUDENTS AND MALE ADMINISTRATORS
SUBSET (d)

	Number	Mean	Standard Deviation	Variance	Standard Error	t
Female Students	308	14.526	16.517	211.0	3.789	3.09*
Male Administrators	19	72.714	9.606	5287.3	.547	

*Significant at .01 level of confidence with 18.76 degrees of freedom; .006 2-tail probability; 2.96 f-value

TABLE 4.45

GROUP MEANS COMPARISON OF FEMALE STUDENTS AND MALE FACULTY
DOUBLE STANDARD SUBSET (a)

	Number	Mean	Standard Deviation	Standard Error	t
Female Students	308	36.272	6.051	.345	3.34*
Male Faculty	141	38.248	5.69	.479	

*Significant at the .01 level with 287.63 degrees of freedom 1.13 f-value; 2-tail probability

TABLE 4.46

GROUP MEANS COMPARISON OF FEMALE STUDENTS AND MALE FACULTY
PROMOTIONAL POSSIBILITIES SUBSET (b)

	Number	Mean	Standard Deviation	Standard Error	t
Female Students	308	15.159	2.61	.149	5.77*
Male Faculty	141	16.602	2.39	.287	

*Significant at the .01 level of confidence with 295.06 degrees of freedom; 1.20 f-value; .226 2-tail probability

TABLE 4.47

GROUP MEANS COMPARISON OF FEMALE STUDENTS AND MALE FACULTY ADVANCEMENT ASPIRATIONS SUBSET (c)

	Number	Mean	Standard Deviation	Standard Error	t
Female Students	308	21.282	3.71	.272	2.77*
Male Faculty	141	22.283	3.48	.294	

*Significant at .01 level of confidence; 1.26 f-value

TABLE 4.48

GROUP MEANS FOR TOTAL PARITY PERCEPTION-- FEMALE STUDENTS AND MALE FACULTY SUBSET (d)

	Number	Mean	Standard Deviation	Standard Error	t
Female Students	308	72.714	9.606	.547	4.67*
Male Faculty	141	77.134	9.158	.771	

*Significant at .01 level of confidence at 383.74 degrees of freedom; 1.10 f-value; .522 2-tail probability

TABLE 4.49

GROUP MEANS COMPARISON OF FEMALE FACULTY AND MALE ADMINISTRATORS
DOUBLE STANDARD SUBSET (a)

	Number	Mean	Standard Deviation	Variance	Standard Error	t
Female Faculty	78	40.895	3.98	1672.40	.908	2.63*
Male Administrators	19	37.833	6.44	1431.34	.730	

*Significant at .01 level of confidence with 44.48 degrees of freedom; .012 2-tail probability; 2.66 f-value; .023 2-tail probability

TABLE 4.50

GROUP MEANS COMPARISON OF FEMALE FACULTY AND MALE ADMINISTRATORS
PARITY PERCEPTIONS SUBSET (d)

	Number	Mean	Standard Deviation	Variance	Standard Error	t
Female Faculty	78	73.6026	9.317	5417.34	1.055	2.78*
Male Administrators	19	84.526	16.517	7144.64	3.79	

*Significant at .02 level of confidence with 20.87 degrees of freedom

TABLE 4.51

GROUP MEANS COMPARISON OF ALL STUDENTS AND FACULTY PARITY PERCEPTIONS SUBSET (d)

	Number	Mean	Standard Deviation	Standard Error	t
Students	506	36.66	6.26	.278	2.92*
Faculty	219	38.10	5.96	.403	

*Significant at .01 level of confidence; 433.29 degrees of freedom; .004 2-tail probability; 1.10 f-value; .402 2-tail probability

TABLE 4.52

GROUP MEANS COMPARISON OF ALL STUDENTS AND FACULTY PARITY PERCEPTIONS SUBSET (d)

	Number	Mean	Standard Deviation	Standard Error	t
Faculty	219	75.876	9.348	.632	2.48*
Students	506	73.954	10.055	.447	

*Significant at .05 level of confidence with 443.02 degrees of freedom; 1.16 f-value; .214 2-tail probability

TABLE 4.53

GROUP MEANS COMPARISON OF ALL MALES AND ALL FEMALES
SUBSET (a)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Males	358	37.85	37.79	6.14	.325	2.86*
Females	378	36.57	38.003	6.16	.309	

*Significant at .01 level of confidence with 146.03 degrees of freedom; 1.01 f-value; .959 degrees of freedom.

TABLE 4.54

GROUP MEANS COMPARISON OF ALL MALES AND ALL FEMALES
SUBSET (b)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Males	358	16.94	21.84	4.67	.247	6.72*
Females	398	15.04	7.33	2.70	.136	

*Significant at .01 level of confidence with 559.3 degrees of freedom; 2.98 f-value

TABLE 4.55

GROUP MEANS COMPARISON OF ALL MALES AND ALL FEMALES
SUBSET (c)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Males	358	22.04	12.57	3.54	.187	3.00*
Females	398	21.26	13.08	3.61	.181	

*Significant at .01 level of confidence

TABLE 4.56

GROUP MEANS COMPARISON OF ALL MALES AND ALL FEMALES
PARITY PERCEPTIONS SUBSET (d)

	Number	Mean	Variance	Standard Deviation	Standard Error	t
Males	358	76.84	110.67	10.52	.556	5.39*
Females	398	72.88	91.39	9.56	.479	

*Significant at .01 level of confidence 724.93 degrees of freedom, .0 2-tail probability 1.2. F value, .065 2-tail probability

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